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ABSTRACT

This study investigates which teaching style-Chinese bilingual or English as a second language--leads to greater oral English maturity and how useful the Chinese language is in helping a non-English-speaking Chinese person learn oral English. In the English-as-a-second-language method, the student's native language is used sparingly to avoid linguistic interference. Audiolingual means are used to internatlize grammatical structures. The Chinese bilingual style uses Chinese to teach English and combines techniques from other methods. Details of the study are reported; statistical ratings of oral language maturity and language skills are presented. Recommendations, topics for further study, and a bibliography are included. (VM)

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An Effectiveness Study of English as a Second Language (ESL) and Chinese Bilingual Methods

By

John Bernard Lum

B.S. (University of San Francisco) 1957

DISSERTATION

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FL002 714

DEDICATION

TO

Rational and Humane Processes in

Educational Planning and Administration

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ACKNOWLEDGEMENTS

A piece of writing is rarely a singular endeavor. This writing is no exception. The author gets the credit, while the supporting cast may get their names mentioned. This author wishes he could do more to give all the contributors their just recognition, but, like the other writers before him, he can only mention them.

Special thanks must be given to Professors Ken Johnson, Walter Loban, Rodney Reed, Martin Landau, and James Guthrie, not only for their help in my writing this dissertation, but also for their help in guiding me through my doctoral program. Perhaps they can now get some of their concerns out of the way without their having to be constantly harassed by me and my problems. I certainly hope so. They deserve no less.

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Outside expertise was freely given by Miss Karen Baker and Miss Barbara Nelson of the San Francisco Easter Seal Society's Hearing and Speech Clinic. Their ideas on the measurement of oral

language maturity are most appreciated. It was a real pleasure for me to see real "pros" in action. Their techniques of dealing with children reveal a real dedication and love for children of all races.

To the receiving end of my study, the "guinea pigs," I am greatly indebted. The more-than-willing help provided by Al Sing Yuen (Title VII Chinese Bilingual Project), Victor Low (Title VII Chinese Bilingual Project), May Chun (Commodore Stockton School), Elizabeth Lew (Commodore Stockton School), May Wilson (Commodore Stockton School), Lucinda Lee (Commodore Stockton School), Kathy Yen (Garfield School), May Young (Irving School), and Rachel Wong (Cooper School) is very much appreciated. A word of acknowledgement certainly must be given to Edith Yim whose pleasing manners with the pupils enabled them to respond more freely than they ever would have with any other speech therapist. Were it not for them, this study would not be a study.

What study can ever be produced were it not for a dedicated secretary? A secretary must incorporate the many corrections and whims continuously bombarded upon her by the author and by the numerous contributors of a study. She must, generally, make a messy study presentable, no easy task in view of the many distractions she is subjected to. Furthermore, when the secretary is also the wife of the writer, she is additionally burdened by the writer's ill-temper, idiosyncrasies, and general lack of good breeding.

For these reasons, and for all my nonsense that only she can cope with, I give special thanks to my wife and secretary, Lorraine.

J.B.L.

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CHAPTER I

INTRODUCTION

The San Francisco Unified School District (SFUSD) has always had some form of English language training for its immigrant populations of all ethnic backgrounds. Most of the courses were termed "Americanization," combining citizenship and English. To this day, some English classes are still called Americanization.

In operation, Americanization classes were never meant to enable non English-speaking pupils to survive in regular classroom situations nor in the larger society. In other words, they were not designed to teach these students to speak English fluently. Instead, they were meant more to inculcate one in the intricacies of attaining United States citizenship than to give him an adequate grasp of his new language.

As long as immigration numbers into San Francisco were at a relatively low point, this "Americanization program" sufficed for the SFUSD (not entirely from the standpoint of the foreign pupil, perhaps). Two recent movements, however, have upset this status. One is the upsurge in militancy among major ethnic minorities (Blacks, Latinos, and Asian-Americans) resulting, among other things, in the demand for effectual English language instruction, the kind of instruction that would enable an non English-speaking pupil to understand what is being said in class by his teachers and the kind that would enable him to achieve. The other movement

is the large increase of non English-speaking Chinese immigrants into San Francisco as a result of Public Law 89-236, the Immigration and Nationality Act of 1965. With the passage of this act, the Asian immigration quota was made equal with that of other nations - 20,000 possible annually - that is, any one nation in the world may be allowed 20,000 immigrants a year into the United States.

As of May, 1970, an estimated 3,000 Chinese pupils enrolled in the SFUSD were sufficiently unable to understand, speak, read, or write English in order to function adequately in their regular classrooms. Of these, 2,000 were receiving no special help in English.[1]

To meet the needs of the increasing number of Chinese immigrant pupils more effectively, the SFUSD established a Chinese Bilingual Office in 1967 with an operating budget of $88,016. Its primary function was to make non English-speaking Chinese pupils proficient in American English. However, the Chinese Bilingual Office was prevented from achieving this goal in many ways and for many reasons, not the least of which was its lack of background knowledge on how to go about its task.

From the beginning little, if any, distinction was made as to which philosophies and methods would be best in teaching

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1. An updated estimate of the May, 1970, "Interim Report and Recommendation of the ESL/Bilingual Advisory Committee," San Francisco, submitted to the Board of Education of the SFUSD.

English to non English-speaking Chinese children. The more identifiable styles employed were:

1. Americanization - the teaching of whatever English was necessary to enable an immigrant to pass his citizenship tests. As a result, the Americanization courses were courses more in civics than they were in English.

2. English as a foreign language - a method attempting to enable a foreign student to know enough English so that he can perform certain functions in English, usually reading and writing. Listening and speaking skills are not ignored, but they are not usually stressed.

3. English as a second language - a method attempting to enable a foreigner, usuallly an immigrant, to grasp enough English so that he may survive. The techniques used by EFL for listening and speaking are expanded and concentrated on.

   Oversimply, ESL or audio-lingual, means that a pupil is immersed in the new language as much as possible so that he can acquire it more quickly. Listening and speaking skills are stressed first; reading and writing skills later. Useful sentence patterns that have transferable internalized grammatical structures are learned first. The pupil's native language is used as sparingly as possible so that little linguistic interference will present itself.

4. Chinese bilingual - no one method. However, the distinguishing feature is to use Chinese in order to learn English. Teachers and pupils can use Chinese from 1% to 100% of the instructional time. Further, Chinese bilingual methods often borrow an amalgam of techniques from other methods.

Further difficulties were created because all four styles were called Chinese bilingual. To this day, some educators even include compensatory programs under the title of Chinese bilingual.

Confusion seemed to breed more confusion. Adding to the above host of misnomers were those who added cultural studies (e.g., Chinese arts, music, history, etc.) to the Chinese bilingual program and called these cultural studies "bilingual." Technically, these cultural studies should more appropriately be termed "bicultural."

This was the educational situation in San Francisco's Chinatown when a group of Chinese teachers formed in February, 1969, to bring about more order into what they viewed as a confused state of affairs. This group called itself The Association of Chinese Teachers (TACT).

Through its efforts, TACT convinced most of the Chinese community that Americanization and EFL programs were not the answers to Chinatown's English language problems, since neither was aimed at helping the majority of non English-speaking

Chinese pupils to survive and achieve in class or in the larger society.

However, TACT ran into strong community opposition when it attempted to dispel Chinese bilingualism/biculturalism as a method to teach English. Some Chinatown residents accused TACT of trying to get rid of Chinese culture. Controversy reached such a point that a community forum had to be called to clarify varying viewpoints (see Appendix I). Held on April 9, 1970, the forum settled little. Instead of only accusing TACT for being anti-Chinese, a TACT member even accused TACT of saying that a child could not learn two languages. The meeting ended before any rebuttal to that charge could be made.

Since then, the two schools of thought have gone their separate ways. Most English language programs presently use ESL methods and materials, even the Chinese bilingual program. However, they still differ in the role Chinese has in helping one to learn English.

Before continuing, the reader is reminded to understand the definitions of ESL and Chinese bilingual as earlier stated in this study. He should also be aware that bilingualism here is a method, not an end product. The non English-speaking Chinese pupils discussed are not yet bilingual.

Soffietti's distinction between bilingual and bicultural is useful here:

- A bilingual/bicultural person - one who participates in two cultures and can speak in both languages fluently.

- A bilingual/monocultural person - one who participates in one culture and who has picked up another language, usually in school.

- A monolingual/bicultural person - one who participates in two cultures but who has only one language (usually not his native language).

- A monocultural/monolingual person - one who participates in one culture and has only one language. This person is the one most often found in the United States.[2]

To Soffietti's definitions, the concepts of "compound bilingual," "coordinate bilingual," and "balanced bilingual" may be added.

A compound bilingual is one who uses two languages to express the same meanings. Usually, this is a bilingual/bicultural person who learned both languages in the same environment. This person is more likely than not, one who will mix both languages into one sentence.

A coordinate bilingual is one who gets varying definitions from the same thing. Usually, this is a bilingual/monocultural person who acquired both languages at different times and contexts.

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2. J. P. Soffietti. "Bilingualism and Biculturalism," Journal of Educational Psychology, Vol. 46, 1955, pgs. 222-227.

A balanced bilingual is a person who speaks both languages equally well. Lambert et al state that generally a balanced bilingual situation would more easily come about through the coordinate route rather than the compound route.[3]

These definitions, it should be noted, deal with bilingualism as an end product, not as a method of instruction.

Now that something has been said of bilingualism as an end product, a word needs to be said about bilingualism as a method.

Those who hold faith in bilingualism as a method have the monetary advantage. Most non-local sources of funds are given to bilingual classes. The few ESL classes that are funded are weighted down with generous doses of bicultural programs. In the elementary grades, no ESL classes are funded by themselves. This addition of bicultural programs has had the tendency to lock a pupil into a program for a long time before he is proficient in anything. While this locking in may have minimal consequences for those in the lower grades, it would probably be quite harmful for those in the upper grades where the chances of falling behind more and more in essential subjects is increased. As long as the upper grade child is busy with cultural subjects, his other essential subjects may be ignored to his detriment.

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3. Lambert, Wallace et al. "The Influence of Language Acquisition Contexts on Bilingualism," Journal of Abnormal and Social Psychology, Vol. 56, 1958, pgs. 239-244.

The following statement from a manual for bilingual project applicants shows the intent of the federal government's ESEA Title VII Act (Bilingual Education):

> In order to justify a bilingual education project, evidence must be presented that the other language is, in fact, the dominant language of the children to be served. Instances in which children speak English imperfectly because of a foreign language background but do not speak the foreign language themselves at home would justify a program in English as a second language, but not a bilingual program.[4]

Apparently, then, Title VII funds are viewed as excluding ESL generally. ESL, to the federal government, is meant for those who speak English imperfectly and who do not speak their native tongues at home. It can be inferred that the outcome of this belief is that those who do speak their native languages at home should be trained to acquire English by bilingual methods, not ESL.

To by-pass some of these problems mentioned, some proposal writers have called ESL programs "bilingual." Honesty aside, this practice would seem questionable from the viewpoint of clarity.

It seems clear that funding guidelines should be widened to include all programs that enable non English-speaking pupils to

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4. Dept. of HEW. Programs Under Bilingual Education Act (Title VII, ESEA): Manual for Project Applicants and Grantees, Draft, March 20, 1970.

acquire English proficiency, not just bilingual programs.

Statement of the Problem.

The English language problem facing the non English-speaking Chinese child has indicated the need for improved quality of English language instruction. Part of the problem stems from confusion and ignorance over varying philosophies of teaching methods and over definitions. It is to this confusion and ignorance that this study is addressed. Hopefully, the answers to these following questions will help clear the air:

1. How much can ESL teaching enable non English-speaking Chinese children to acquire English in one school year?

2. How much can Chinese bilingual teaching enable non English-speaking Chinese children to acquire English in one school year?

3. Which teaching style, ESL or Chinese bilingual, enables non English-speaking Chinese children to acquire more mature English speaking skills?[5]

Significance of the Study.

At a time when funds for educational purposes are extremely

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5. Operationally, oral English maturity will be measured by such language measures as the length of one's responses, the complexity of those responses, the size of his vocabulary, and the acceptableness of his grammar. These measures will be explained more fully in the appropriate section of this study.

limited, clear thinking and sound judgments and decisions must be made as to how these limited funds are to be best used. The emotionalism displayed by many Chinese residents must give way to more rational processes. The apparent lack of understanding in varying styles of teaching English and in varying types of pupils as the target groups (i.e., are the target groups that are being taught bilingual/bicultural, bilingual/monocultural, monolingual/bicultural, or monolingual/monocultural?) must be overcome. Few people are free from the muddle that prevails. From the highest sources of funding in the federal agencies to the hardiest implementer on the local level, mutual understanding of what is taking place is imperative. Misunderstanding has no place when knowledge can be available.

It is hoped that this study can provide some of this needed knowledge. Few studies on bilingualism as a method of teaching English to non English-speakers have been conducted under controlled conditions, and none of these studies were conducted on non English-speaking Chinese children. Most studies presume that the Chinese child already has acquired some proficiency in English, and that he is therefore bilingual. The focus of this study, however, is the Chinese monolingual/monocultural child as to how he is affected by either ESL or Chinese bilingual styles of teaching.

The need for this study is heightened by the estimated influx of two to three thousand Chinese immigrants settling in San

Francisco annually, one third of which are estimated to be of school age.[6]

Aside from the problem of immigrants, professional schoolmen and laymen are applying pressures for upgraded language programs. New, but unproven, ways of teaching children a second language are continually being adopted. Which ways are educationally sound and which are not? Should funds be used to finance classes that are exclusively ESL, or should they be used only for classes that have bilingual and bicultural standards?

As hinted earlier, if only elementary classes were involved, there would be little problem. ESL classes have been funded as long as they have included bilingual or bicultural elements somewhere in the daily schedule. However, when pupils reach junior and senior high ages, their schedules do not usually allow for self-contained classes. They have, instead, five to seven separate and uncoordinated classes. If one of these classes could be ESL, the pupil involved might not be able to have a bilingual or bicultural class available to him. As such, he is out of luck simply because funding agencies have not seen it fit to fund exclusively ESL classes.

In summary, if the effectiveness of ESL can be shown to be good, perhaps funding agencies will expand funds to include

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6. Estimated figures from the International Institute of San Francisco. Figures are taken from Immigration and Naturalization Service records. Data available up until fiscal 1969 only.

exclusively ESL classes as well as bilingual/bicultural classes.

It is also hoped that this study will show that exclusively ESL classes do not of themselves militate against one's native culture (see Appendix II, page 3, item #1).

Limitation of the Study.

It is ironic that although one of the main concerns of this study is the secondary Chinese pupil, there is no valid way to test and compare them at this time. The SFUSD has no Chinese bilingual classes for secondary pupils. All classes involved in English language training for non English-speaking Chinese pupils are ESL classes. There are few of these classes and all funding of them is local. Furthermore, even if there were Chinese bilingual classes in the secondary schools, they would be in all probability self-contained classes. With that being the case, there would be no way to compare an ESL class that meets for only period a day to a Chinese bilingual class that meets together the bulk of the school day.

The research design section of this study will discuss ways this problem can theoretically be overcome. For now, the impossibility of measuring secondary classes is mentioned as one limitation of this study.

To now, nothing has been said as to what else bilingual classes may be effective for besides helping one to acquire English. Due recognition is now given that bilingual/bicultural

teaching methods aim not only at English skills acquisition but also at social and cultural awareness acquisitions. Further, bilingual/bicultural teaching methods would probably also be effective in teaching courses that have high conceptual contents, such as mathematics. However, it is not the intent of this study to test for these other goals, but recognition is given that these goals do exist and that bilingual/bicultural teaching methods would probably do well towards attaining them.

Of Soffietti's four groups, this study is limited to the Chinese monolingual/monocultural children's acquisition of English skills. The findings apply to populations of similar characteristics, particularly those found in areas with heavy concentrations of lower socio-economic Chinese peoples. Examples of these would probably include Oakland, Sacramento, Los Angeles, Chicago, and New York Cities. Findings concerning first-graders and applied to secondary pupils, though, can only be tentative. Verification can come only when there are secondary Chinese bilingual classes.

The remainder of this study will attempt to separate fact from mere desires. It will review what some of the related studies may have revealed about methods of learning a second language. It will set up, in as scientific a manner as possible, a way in which the questions raised can be accurately and rationally answered; and from the answers found and conclusions reached, suggestions for improving English language acquisition will be given.

CHAPTER 2

REVIEW OF THE LITERATURE

What does the literature say of the problems addressed? As far as non English-speaking Chinese (monolingual/monocultural) children are concerned, precious little. What there is of this little literature is usually of outputs, i.e., what are the effects of a Chinese pupil being bilingual? Already, then, we are talking of another person.

Chen found that secondary Chinese pupils who are bilingual had less proficiency in English reading vocabulary and reading comprehension.[7] Always stressing the cultural factor, Chen attributed this possibly to the lesser degree of acculturation of the American culture.

As far as English writing skills were concerned, Ng found that Chinese pupils who were bilingual had the same deficiencies that Chen found.[8] Sentence length, length of stories, pattern variations, number of run-on sentences, and carry over of Chinese into English were tested for. The more bilingual the Chinese pupils (fifth graders) were, the worse they scored on these factors.

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7. Chen, Martin. Intelligence and Bilingualism as Independent Variates in a Study of Junior High Students of Chinese Descent, an unpublished doctoral dissertation, University of California, Berkeley, 1965.

8. Ng, Benton. An Analysis of the Compositions of Bilingual Children in the Fifth Grade, an unpublished doctoral dissertation, UCB, 1966.

Although these two studies do deal with Chinese children, they do not deal with Chinese bilingualism as a method of teaching, nor do they deal with the Chinese child who is monolingual/monocultural in Chinese.

Vera John et al. do address themselves to one of these problems, i.e., the use of bilingual methods to teach a second language.[9] Here, finally, do we find some studies of bilingualism as a method and input.

In the Phillipines, an experimental group of children were taught reading, arithmetic, and social studies in their native language, Hiligayon, during the first and second grades.[10] In the third grade, they were taught these subjects in English. Within six weeks, their performance in all tested subjects, including oral English, surpassed that of a control group that had received all instruction in English from the first grade.

In Sweden, a group of children received ten weeks of reading instruction in Pitean, their local dialect. They were then switched to instruction in formal-standard Swedish. The results showed that the Pitean-instructed group learned to read more rapidly than a group of Pitean speakers taught formal-standard

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9. John, Vera et al., American Voices: Politics, Protest, and Pedagogy, as reviewed in The Center Forum, USOE, New York, September, 1969.

10. Strictly speaking, teaching a subject in one's own vernacular is not teaching bilingually, but, rather, teaching it monolingually in the pupil's native language.

Swedish from the outset. At the end of the first year, the experimental group had surpassed the control group in all language arts skills in formal-standard Swedish.

Perhaps the most proficient experiment using bilingual teaching methods was that tried by Dodson.[11] As regards to understanding and the retention of meaning, three methods were tried:

1. foreign-language sentences with pictures illustrating the meanings
2. mother-tongue equivalents to the foreign-language sentences were given, as were the pictures
3. mother-tongue equivalents were given without the pictures

The second method produced consistently higher scores than did the first and third.

As regards to imitating sentences, primary children scored best when the following took place:

1. a foreign-language sentence was spoken
2. it was followed by a mother-tongue equivalent with a picture to illustrate the meaning
3. the foreign-language sentence was spoken again

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11. Dodson, C. J. Language Teaching and the Bilingual Method, Pitman, New York, 1967.

Whether for meaning or for imitation, Dodson produced figures to show that printed mother-tongue equivalents (more so than spoken) had special value, especially for secondary pupils.

Since Dodson tested various bilingual methods against each other, we know little of how they would have performed in relation to non-bilingual methods. His book does, however, describe more sound bilingual practices than any other study reviewed by this writer.

Closer to home, is a bilingual program being carried on at the Coral Way School in Miami. English and Spanish-speaking 1st, 2nd, and 3rd graders spend one half of the school day studying the regular curriculum in their native languages, and the other half of the day studying in their second languages. For example, during the morning, an English-speaking child studies reading, arithmetic, science, social studies, and other subjects that are appropriate for his grade in English. In the afternoon, he studies these same subjects in Spanish with native Spanish speaking teachers. The goal is to speak, read, write, and study in a second language.

Half of the teachers are native speakers of English and half are native speakers of Spanish.

The evaluation data now available, covering a three year period, indicate that while the pupils are not yet fluent in their second language as their first, they learn equally well in either.[12]

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12. John, Vera. op cit., pg. 3.

Another United States bilingual program in San Antonio, Texas, is achieving similar results. An experimental group of Spanish-speaking children in the first grade were instructed in both Spanish and English. At the end of the year, they were able to read, speak, and write in both languages. They scored better on tests measuring cognitive growth, communication skills, and social and emotional adjustment than did their control peers who were taught solely in English.[13]

Shugrue described two bilingual readiness projects at Hunter College of the City University of New York.[14] Among many features, some of the procedures of one project were as follows:

1. for K and first grade bilingual classes, the regular K and first grade themes were adopted (school, family, friends, etc.)

2. the sequence of Spanish language learning was (a) the children listened to the teacher as she told a story, sang a song, or acted out a dance, with meaning gotten across by pictures, real objects, toys, and gestures, (b) the children responded to a Spanish stimulus by dramatizing some action, (c) the children repeated or responded in chorus to a Spanish stimulus with the

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13. ibid., pg. 3.

14. Shugrue, Michael. "New Materials for the Teaching of English: the Spanish Program of the USOE," Publications of the Modern Language Association, September 1966, pgs. 16-20.

teacher modeling the responses desired, and (d) individual children asked or answered questions posed by the teacher or by other children

3. Spanish-speaking children acted as informants when Spanish was the language being emphasized; English-speaking children, when English was being emphasized

4. For each fifteen-minute bilingual class period, the bilingual teacher reviewed familiar songs, stories, and plays, while also introducing new concepts or language items.[15]

In a follow-up article, Shugrue and Crawley noted that the above bilingual project children made gains in the affective and intelligence domains.[16] No mention was made of what was meant by intelligence. Nor was there any mention of specific language variables tested for. Furthermore, there was no control group mentioned, so that no comparisons can be made. In other words, this bilingual project does not add much knowledge to the questions this study is seeking to answer.

In the other bilingual readiness project at Hunter College, Shugrue described some of the procedures as follows:

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15. ibid., pg. 18.

16. Shugrue, Michael and Crawley, Thomas. "The Conclusion of the Initial Phase: the English Program of the USOE," Publications of the Modern Language Association, September 1967 (preprint), pgs. 7-8.

> Either target language has come to be used in several specific and repetitive ways which the children have learned to expect. All programs are so designed that the language emphasis can be interchanged to meet the best classroom needs of both language groups. Spanish, for instance, might be used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story. English, in turn, would be the lingual vehicle for the actual telling of the story. This built-in flexibility also makes it possible to adjust growth in language development.[17]

As with the other Hunter College project, Shugrue and Crawley found great gains in the affective domain.[18]

Both Hunter College projects indicated that there were some gains in the understanding of the two languages used, to say nothing of the affective gains. However, understanding a language is not the same as the ability of using it. How much these bilingual projects enabled their children to use both languages has yet to be tested. It must be remembered, though, that these projects were readiness projects. As such, they cannot be expected to answer fully the problems posed by this study.

Impressive as these findings are, it can be argued that all of these experimental groups performed better than whatever

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17. Shugrue. op cit., pg. 19.

18. op. cit., pgs. 7-8.

control groups there were simply because the control groups had never been taught efficiently in the first place. Perhaps any number of varying experimental groups could have outstripped the control groups, given that the program of the control groups had been inferior. Furthermore, if these control groups were taught in a language new and unfamiliar to the pupils, it would be little wonder if they performed more poorly than the experimental groups who were taught in their own languages.

This situation does not apply to ESL classes, where, its proponents claim, the lack of understanding survival English does not last for a long time.

There is no evidence, then, to show that the control groups mentioned were similar to ESL classes. Therefore, the findings of successful experiments with bilingual teaching methods should be tempered.

It must also be remembered that the successes mentioned above usually dealt with languages that had transferable qualities from the native languages to the second languages. This cannot be claimed for Chinese to English. The vocabulary, grammar, and structure between these two languages are so different that using one as a bridge to the other would present many difficulties. What was successful from Spanish to English does not necessarily hold for Chinese to English.

Without further belaboring the point, the present literature available seems to tell us little of the problems that this study is addressed. Further observations and ideas along these lines, however, can be found in Appendix II, pages 2 to 5.

Propositions.

Having talked about some problems and beliefs concerning the SFUSD's English language programs and the questions raised by them, and having seen what some of the related studies have said, this study can now make some tentative propositions that have to be proven. Furthermore, with funding always in mind, some assumptions must be made as to the effectiveness of proposed English language programs. Additionally, for each hypothesis stated, a rationale of how it was arrived at will be given.

Hypothesis #1.

If non English-speaking Chinese children are taught English through ESL methods, they will acquire more mature oral English production skills than if they are taught English through Chinese bilingual methods.[19]

Rationale for Hypothesis #1.

Bilingual methods include the use of one's native language in helping him to acquire the second language.

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19. Since bilingual teaching style and methodology is no one thing, the reader is again cautioned to examine how it operates in the SFUSD at this time (see Experimental Procedures section).

The Chinese language is vastly different from the English language in syntax, structure, phonctics and grammar. Therefore, the chances of linguistic interferences would be increased when one of these languages is used to learn the other.

Furthermore, language acquisition (especially oral) is made more efficient when the new patterns of the second language are constantly and habitually used. Bilingual methods, by their using more time with the native language at the expense of time spent with the second language, would tend to prolong the formation of new language habits. The more one's native language is used, the less chances there would be in reinforcing newly learned patterns.

A consequence of this would be that the longer it takes to form a habit, the longer it would be before an even newer pattern could be studied.

Hypothesis #2.

If non English-speaking Chinese children are taught English through ESL methods, they will make fewer deviations from standard grammar than if they are taught English through Chinese bilingual methods.

Rationale for Hypothesis #2.

ESL methods allow more reinforcement of correct grammatical structures. Consequently, it is expected that the pupils would inculcate the new correct structures into themselves more quickly.

CHAPTER 3

DESIGN OF THE STUDY

This section will discuss ideal procedures and designs as well as the realistic ones that can be produced at this time. The ideal procedures and designs, though not attainable at this time, will be discussed to show that some ideas were recognized, but that circumstances prevented their being carried out.

Ideal.

One choice, presupposing ideal circumstances allowed it, would be the sampling of enough classrooms so that teacher differences would tend to cancel one another. Twelve classrooms of each teaching style might be adequate. The design would be similar to the following:

ESL teacher 1 xxxxxxxxxx	Bilingual teacher 1 xxxxxxxxxx
ESL teacher 2 xxxxxxxxxx	Bilingual teacher 2 xxxxxxxxxx
ESL teacher n xxxxxxxxxx	Bilingual teacher n xxxxxxxxxx

The X's would represent the pupils' scores (differences, adjusted differences, time, etc.)

Another choice, the one this writer prefers, would be if the same teachers could teach the subjects in one style with one class and then the other style on the same subjects with another class. This design would seem to be more efficient since teacher differences, outside of methods employed, would be practically non-existent. This design would look similar to the following:

	ESL Method	Chinese Bilingual Method
Teacher 1	xxxxxxxxxx	xxxxxxxxxx
Teacher 2	xxxxxxxxxx	xxxxxxxxxx
Teacher n	xxxxxxxxxx	xxxxxxxxxx

In either design above, an ANOVA design would be had.

A variation of the above ideal designs might be brought about in cooperation with the SFUSD.

Ten teachers would be trained in both methods. They would be released from their regular duty for a specified amount of time, e.g., six weeks. These teachers would teach two classes each in three different schools. For each school taught at, one class would be taught through ESL methods and the other through Chinese bilingual methods. The teachers will be in each class for one hour, during which, the regular classroom teacher would be "booted out." The two classes in each school would be randomly assigned to either teaching method. Thus, we have the following design:

		ESL		Bilingual	
Teacher 1,	class 1	xxxxxxxxxx	class 2	xxxxxxxxxx	(school 1)
	class 3	xxxxxxxxxx	class 4	xxxxxxxxxx	(school 2)
	class 5	xxxxxxxxxx	class 6	xxxxxxxxxx	(school 3)
Teacher 2	class 7	xxxxxxxxxx	class 8	xxxxxxxxxx	(school 4)
	class 9	xxxxxxxxxx	class 10	xxxxxxxxxx	(school 5)
	class 11	xxxxxxxxxx	class 12	xxxxxxxxxx	(school 6)
Teacher n,	class n	xxxxxxxxxx	class n1	xxxxxxxxxx	(school n)

This design would use trained personnel to the utmost, and if any differences do exist, it would tend to point them out.

A grant of $10,000 by some outside funding source would go a long way towards the realization of any of the above designs.

The Reality.

The purposes and design of this study was explained to SFUSD officials, and their support was requested. They fully agreed to cooperate. The principals of Sarah B. Cooper (ESL), Washington Irving (ESL), Garfield (Chinese bilingual), and Commodore Stockton (Chinese bilingual) Schools made arrangements to meet with the first-grade teachers involved. Preliminary meetings were held to clarify the objectives and the roles of the participating teachers.

Method of Selecting Pupils.

All pupils selected were pretested as to their lack of proficiency in English (see Appendixes III & IV). This procedure was to ensure that the pupils were indeed Chinese monolingual/monocultural. Those rated in steps 0 to 3 were judged as lacking enough proficiency in English that they had to be assigned to special classes. Once judged to be non-proficient in English, the Chinese pupils were assigned to either of two groups - ESL or Chinese bilingual. Those living in the core area of Chinatown were assigned to Commodore Stockton School, where English is taught bilingually. Those living in the northern fringes of Chinatown were assigned to either Garfield (Chinese bilingual), Washington Irving (ESL), or Sarah Cooper (ESL).

There were only five first grade classes giving special help to non English-speaking Chinese first graders - two taught by ESL methods and three by Chinese bilingual methods.

All were given a modified form of the Hoffman Bilingual Scale (see Appendix V), not to see how bilingual they were, but to ensure that they were indeed monolingual/monocultural and that they did not have a decided advantage over other non English-speaking Chinese children as far as having English speaking relatives and friends. One of the variables tested, then, was a check on the amount of time the non English-speaking Chinese pupil spent with English speaking people outside his classroom time.

Sex was also looked into to verify if it had made any differences in performance.

Since secondary pupils could not be tested at this time, first graders were chosen on the likelihood that their backgrounds were more similar, homogeneous, and easy to account and control.

All non English-speaking Chinese pupils in this experiment, then, seemed to be representative of any other like group in San Francisco that would ever have to be assigned to a Chinese bilingual class or to an ESL class. Further, given that intelligence tests for first grade foreigners was impractical, the subjects seemed matched through pretesting and randomization by area of residence.

The Teachers and Teaching Methods.

All teachers in the experiment were Chinese. The bilingual classes were team-taught, i.e., each bilingual class had two teachers, one being expert in Chinese. The ESL classes had one teacher each. This difference in the number of teachers will be examined.

In scheduling, all teachers spent approximately the same amounts of time in English language activities (see Appendix VI). Additionally, the bilingual classes averaged one-half hour daily in Chinese speaking, reading, and writing activities. These half-hour classes were intended to enrich the native Chinese language and culture.

The teachers, then, were matched as to teaching time spent on English skills activities.

In the amount of time Chinese was used as a medium of instruction in English activities, the differences between the two styles were more pronounced. From observations and estimates given by the teachers themselves, Chinese bilingual teachers used Chinese 25% to 75% of the instructional time. The only time they used English consistently was when they taught ESL one-half hour daily. Chinese was used more at the beginning of the school year, and it was used less as the year progressed (Appendix VI). Towards the end of the school year, it was estimated that Chinese

bilingual teachers were still using Chinese at least one-third of the time (excluding Chinese speaking, reading, and writing, which remained 100% in Chinese).

Chinese bilingual teaching style and method in the SFUSD meant, in summary, the following:

- ½ hour daily in Chinese language studies using Chinese only as the medium of communication
- ½ hour daily in ESL using English primarily as the medium of communication
- approximately 1½ hours daily in other English language activities using any combination of Chinese or English as needed or comfortable

On the other hand, the ESL teachers (a) averaged ½ hour more daily on English language activities, and (b) rarely used Chinese as a medium of instruction or communication.

With few variations, instructional materials used by both bilingual and ESL teachers were similar. All basic texts were state-adopted texts.

Besides texts, some of the exercises used by both teachers were the same.

Conflict points as a variable was not included because none of the teachers taught about them except when the conflict points may have come up accidentally. There was, then, no formal

programs by any of the teachers to study conflict points.

With teachers and materials somewhat matched, it would seem that the major difference between Chinese bilingual and ESL teachers was the amount of Chinese used as a medium of instruction and communication.

The independent variables were the two styles or methods of teaching - Chinese bilingual and ESL - with the teachers considered as nested factors within the two methods. Since pupils were matched and randomly assigned to either of the methods (depending on where they lived), and since the teachers' schedules and materials were relatively well-matched, any differences in pupil achievement could have been attributed to the varying methods of teaching.

Appraisal of Language Development.

This study focused its attention on oral skills because these are the skills most needed by most pupils to function and to achieve, both in and out of school. Without oral skills, a pupil is limited to passive participation rather than active participation in activities dealing with English.

It was also recognized that good oral skills lead more easily to better acquisition of reading and writing skills.

For the problem of analyzing oral skills, it was decided that free responses would give better indications of a child's language maturity. They would show his capacity to use English.

Other oral tests only indicate the child's comprehension of a language, verified by his selection of appropriate answers. Thus, these tests tend to become a tabulation of what the child knows. In no way, though, do they evaluate the use and the organizing of what he knows.

Free response tests, furthermore, reflect the reality of the act of communicating and speaking. Other tests, on the other hand, give vague ideas of what this reality is.

Oral comprehension, then, is not the same as oral expression; understanding is not the same as speaking.

Several dimensions of oral language development were considered. They were as follows:

- measures of verbal output - the mean length of response (MLR), and the mean of the five longest responses (M5R)
- measures of structure - the structural complexity score (SCS) as based on weighing responses from 0-4 depending on whether they were incomplete responses, simple sentences, extended simple sentences, compound sentences, complex sentences, and extended complex sentences
- measures of grammatical correctness - the grammatical factor (GrF)

. measures of vocabulary - the number of different words (NDW)[20]

The procedures, development, validity, and reliability of the appraisal techniques have been well described by Johnson et al[21] and by Loban.[22]

Further, most of the procedures gave results that were able to be compared with Templin's normative data which were based upon well-selected samples of respected size.[23]

Though not a part of this study, it was of interest to have been able to compare the results of the Chinese bilingual and of the ESL classes against those of Templin's.

Procedurally, fifty free-response utterances with adults were taped with each pupil. The fifty utterances allowed the author to compare a pupil's speech maturity with his peers of like age and sex.

The fifty utterances were elicited by asking the pupils simple open-ended questions, often about situational pictures.

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20. Expanded definitions of these terms and how they were calculated will appear later in this paper.

21. Johnson, Wendell et al. Diagnostic Methods in Speech Pathology, Harper & Row Publishers, New York, 1963, pgs. 160-200.

22. Loban, Walter. Problems in Oral English, National Council of Teachers of English, Champaign, Illinois, 1966, pgs. 4-7 and 61-68.

23. Templin, Mildred. "Certain Language Skills in Children: Their Development and Interrelationships," Child Welfare Monographs, No. 26, University of Minnesota Press, Minneapolis, 1957.

Usually, the questions followed this general format:

. What do you like about school?

. What things do you do with your friends?

. What places would you like to see? Why?

. What do you want to be when you grow up? Why?

. What are they doing in this picture?

. What happened before?

. How will it turn out?

. What are they saying to each other?

. Are they happy? How do you know?

Situational pictures from Cynthia Buchanan's Readiness in Language Arts (Sullivan Associates, 1962) were used with all but one class. For that one class, a teacher used her own set of situational pictures (Ginn and Company) because she felt that the Buchanan pictures were too difficult for her pupils.

McCarthy[24], Minifie[25], and Davis[26] reported on the reliability of the mean length response and the mean of the five longest

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24. McCarthy, Dorothea. "The Language Development of the Preschool Child," Child Welfare Monographs, No. 4, University of Minnesota Press, Minneapolis, 1930.

25. Minifie, F. D. Temporal Reliability of Seven Language Measures, unpublished M.A. thesis, University of Iowa, 1961.

26. Davis, Edith. "The Development of Linguistic Skill in Twins, Singletons with Siblings, and only Children from Age Five to Ten Years," Child Welfare Monographs, No. 14, University of Minnesota Press, Minneapolis, 1937.

responses. McCarthy called the mean length response "the simplest and most objective measure of the degree to which children combine words at the various ages."[27]

The MLR indicates the average length of a pupil's response. It was calculated by totaling all words spoken in the fifty utterances and then by dividing the total by fifty.

The M5R indicates what a pupil's maximum speaking capacity is. It was calculated by totaling the words in the five longest utterances and then by dividing the total by five.

McCarthy[28], Davis[29], and Templin[30] reported on the reliability of structural complexity measurements (SCS). They report that although the structural complexity measurements were not as reliable as mean length responses, they nevertheless permitted quantitative measurements and comparisons.

The SCS indicates how simple or complex a pupil's responses are. The more complex they are, the more mature is his language abilities. The SCS was calculated by assigning 0 to 4 weights to various responses. The maximum score for fifty responses was 200.

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27. op. cit., p. 50.
28. op. cit.
29. op. cit.
30. op. cit.

Johnson et al. reported that children's knowledge of words had long served as an index of their language maturity.[31]

The number of different words found in fifty utterances indicates how large a pupil's working vocabulary is. It will not give all the words he knows, but it will give a good indication of his working vocabulary. It was calculated by painstakingly totaling all the different words a pupil used in his fifty utterances. The trick was not to recount a word that had already been used.

Fifty free-response utterances were used because McCarthy[32], Williams[33], and Darley and Moll[34] have all concluded that (1) fifty utterances would give a fair sample of a child's linguistic development and that (2) they would yield an adequate reliability for most research purposes.

Grammar also played an important part in this study, too. This grammar factor (GrF) took into account four subscores:

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31. op. cit., p. 173

32. op. cit.

33. Williams, H. M. "An Analytical Study of Language Achievement in Pre-school Children," Part I of "Development of Language and Vocabulary in Young Children," University of Iowa Studies in Child Welfare, Vol. 13, 1937, pgs. 9-18.

34. Darley, F. L. and Moll, K. L. "Reliability of Language Measures and Size of Language Sample," Journal of Speech and Hearing Research, Vol. 3, 1960, pgs. 166-173.

- structurally complete and grammatically correct sentences. These sentences were given a weight of 2 points.

- structurally complete but grammatically incorrect sentences. These sentences, since they did not hamper meaning, were given a weight of 1 point.

- structurally incomplete but grammatically correct and understandable to the listener. These replies were also given a weight of 1 point.

- structurally incomplete and grammatically incorrect and/or incomprehensible responses. These replies were given a weight of 0.[35]

Maximum GrF score for fifty replies was 100.

As with the structural complexity score, the GrF score was subjective. Again, though, it permitted quantitative measurements and comparisons. It also permitted some equalizing for those who were more verbose, and who, because of their verbosity, were more likely to make grammatical errors. Finally, it provided interesting findings as to which non-standard grammatical deviations were predominant. However, this, too, was not part of this study.

Measurements of reading skills were not covered in this study because: (a) the SFUSD's standardized reading tests were not administered to the ESL classes; and, (b) the reading tests

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35. This writer is indebted to Loban (op. cit., p. 7) and Mildred Berry's Language Disorders of Children (Appleton-Century-Crofts, New York, 1969, p. 247) for the essential ideas included in these subscores.

specially developed for Chinese pupils were judged not suitable. These specially developed tests measured too few aspects of total reading skills.

As a point of interest, the bilingual classes did take the SFUSD's standardized reading tests (the Cooperative Primary Tests, Reading, Form 12A). The following selection was a typical item:

> I am the sister of him
> And he is my brother
> He is too little for us
> To talk to each other.
>
> Who says this? Mother - Sister - Brother
>
> What does Brother do most of the day? Go to work - Sleep and play - Go to school

Since this writer had difficulty answering this test correctly and finding any use for this section, it was judged unsuitable for comparing the bilingual and ESL classes even had it been administered to all first graders.

Experimental Treatments.

There were basically two ways to approach the dependent variable problem. One was to hold time constant (e.g., one hour daily for ten weeks with any particular method) and then determine any changes in level. The other was to hold a level constant and then to measure time (e.g., measure how much time it took to move a pupil from one level to another).

Although the second seemed preferable, it was not possible since the pupils had already been in school since September when this study started.

The bilingual scale was administered to identify English-speaking activities outside classroom time.

Teaching methods A and B were evaluated in four schools. Factors were fixed more than they were random, i.e., method A (bilingual) schools were automatically at Commodore Stockton and Garfield Schools, while method B (ESL) schools were automatically at Washington Irving and Sarah Cooper Schools. Each school had one class except Commodore Stockton, which had two. Further, one of these bilingual classes at Commodore Stockton differed from the other two in that it had a mixture of English-speaking and non English-speaking pupils, thus giving the pupils in this one bilingual class more exposure to English. Only the non English-speaking pupils from this mixed class have been added to this study.

The following figure represents a mockup of this study:

	Bilingual			ESL	
	School 1		School 2	School 3	School 4
	Class 1	Class 2	Class 3	Class 4	Class 5
mean length response					
mean five long. res.					
struc. complex. score					
grammar factor					
no. different words					

Each cell represents mean scores. Variations in mean scores beyond the alpha level signify differences.

To further verify findings, School 1 (classes 1 and 2) was contrasted with School 2 (class 3), and School 3 (class 4) with School 4 (class 5), as well as Schools 1 & 2 against Schools 3 & 4.

Statistical Treatments.

The general hypotheses that were tested were as follows:

1. for differences between methods (m):

   $H_0: u_{m1} = u_{m2}$

   $H_1: H_0$ is false

   The F-statistic was used

2. for differences between classes nested within bilingual method:

   $H_{0_1}: u_{c1} = u_{c2} = u_{c3}$

   $H_{1_1}: H_{0_1}$ is false

   The F-statistic was used

3. for differences between classes nested within ESL method:

$H_{O_2}: u_{c4} = u_{c5}$

$H_{1_2}: H_{O_2}$ is false

The F-statistic was used

Each of the above null hypothesis was to be rejected if its corresponding computed F-value was to be greater than the F-ratio obtained from the F-tables at $\alpha = .05$.

The assumptions were (a) independence between and within samples, (b) homogeneity of population variances, and (c) normality.

The first hypothesis tested the methods against each other; the second tested the classes in the bilingual schools; and the third tested the classes in the ESL schools.

The two variables of English-speaking activities outside of classroom time were analyzed through the same four procedures.

Sex classification and differences were not included in the above design because the sample sizes were too small. However, to ascertain sex differences in general, the T-test was used with the following mockup design:

	Male	Female
MLR		
M5R		
SCS		
GrF		
NDW		

CHAPTER 4

DATA ANALYSIS

Measurements of Oral Language Maturity.

The means and standard deviations of performance variables analyzed (Table I) indicates how each class performed.

Following this table is a summary of the findings for each performance variable. There are also three tables for each performance variable: one to summarize the analysis of variance data, one to graphically represent how the classes compared to each other, and one to graphically represent how the methods compared to each other. Where available, Templin's norms will be added for general interest.

Though not measured in any way, observation indicated that as the teachers used a certain language, the pupils tended to do the same. This held true for both bilingual and ESL teachers. Hence, since the ESL teachers tended to use English more often than Chinese, their pupils were observed to have used English more often in free-response situations than their bilingually taught counterparts.

In no classes, bilingual or ESL, was the Chinese language berated or forced not to be used.

TABLE I

Basic Statistics for Five Classes on the 5 Dependent Variables of MLR, M5R, SCS, Grammar and NDW

		Classes \ Variable		MLR	M5R	SCS	GR	NDW
Bilingual	School 1	B1 (n=22)	Mean	3.63	6.44	27.41	59.68	72.73
			S.D.	0.96	1.27	11.53	7.94	9.57
		B2 (n=5)	Mean	4.50	7.32	38.20	69.40	63.60
			S.D.	0.96	1.64	9.39	15.84	5.41
	School 2	B3 (n=8)	Mean	4.66	7.70	42.75	64.30	74.16
			S.D.	1.06	1.74	5.18	7.11	13.60
ESL	School 3	E4 (n=6)	Mean	7.23	17.53	51.66	60.66	104.50
			S.D.	3.66	15.58	13.46	11.76	15.18
	School 4	E5 (n=14)	Mean	6.68	16.71	34.00	62.93	111.86
			S.D.	4.60	12.30	26.74	7.13	40.33

Mean Length of Response (MLR).

An analysis of the data for the MLR reveals that the ESL taught classes scored significantly higher than the bilingually taught classes. For the same reasons already stated in the rationale for hypothesis #1 (pgs. 17-18), this result is as expected.

Within each method, the three bilingual classes did not significantly differ from each other, nor did the ESL classes either. These results would seem to bear out the hypothesis that the differences in MLR scores result from the varying methods of teaching rather than from class differences.

Tables II, II A, and II-B following will give graphic representations of these findings.

TABLE II

Analysis of Variance Table for the MLR Language Variable

Source	df	Mean Square	F ratio	Decision
Between Methods	1	103.84	13.90	Significant*
Classes 1, 2, 3 in Method One	2	3.91	.52	Non Significant
Classes 4, 5 in Method Two	1	1.30	.17	Non Significant
Error	50	7.47		
Total	54			

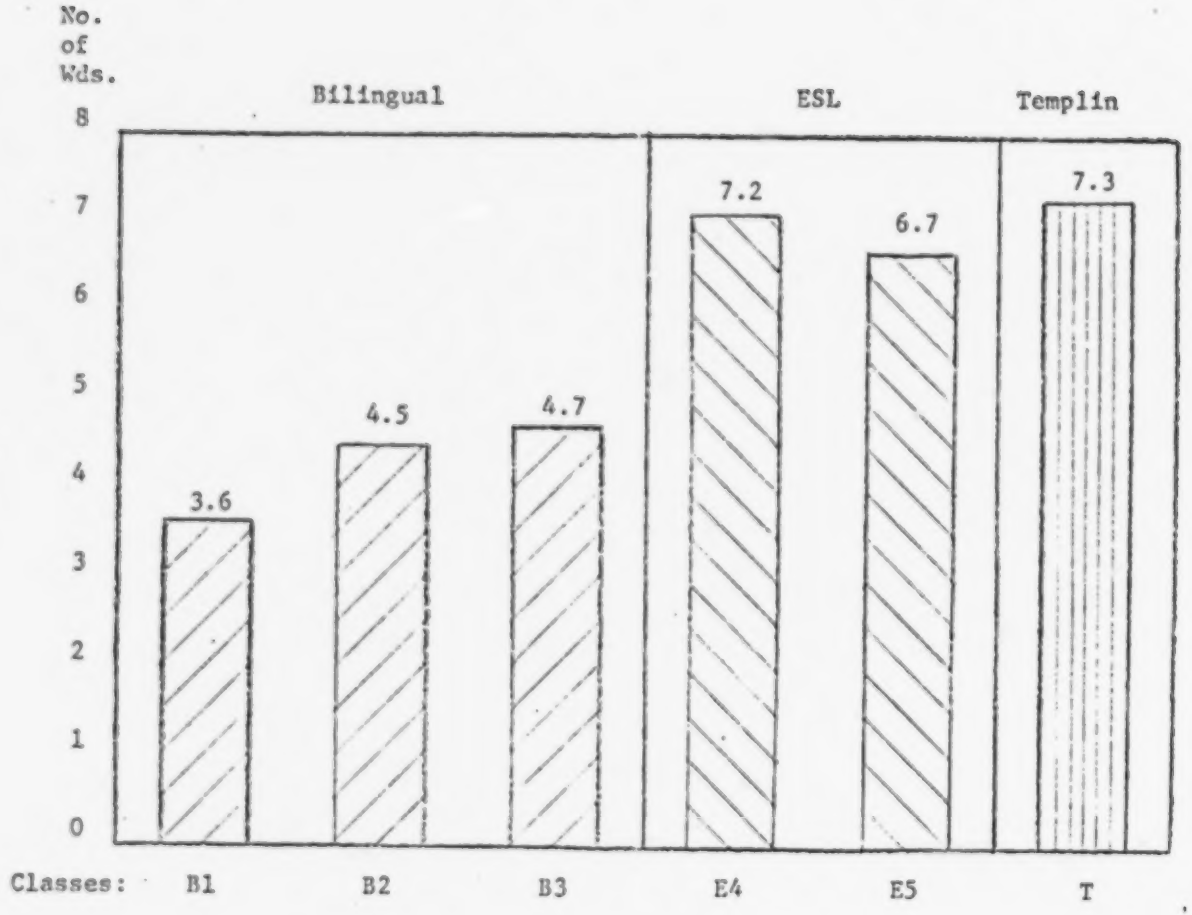
*Significant at α = .05

$F_{1,50}$ (.95) = 4.04

$F_{2,50}$ (.95) = 3.19

TABLE II-A

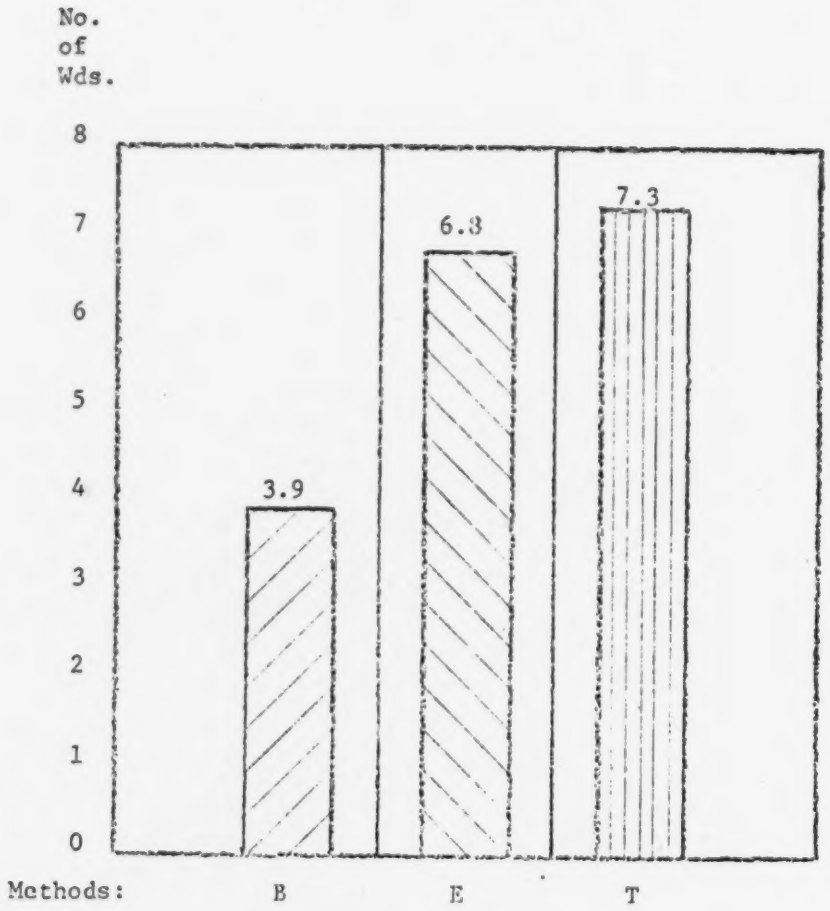
Mean Length Response (By Classes)



Key: B1 (Bilingual Class 1), B2 (Bilingual Class 2), B3 (Bilingual Class 3), E4 (ESL Class 4), E5 (ESL Class 5), T (Templin's Norms)

TABLE II-B

Mean Length Response (By Methods)



Key: B = All Bilingual Classes
E = All ESL Classes
T = Templin's Norms

Mean Length of the Five Longest Responses (M5R).

The data for the M5R again show that the ESL taught classes scored significantly higher than the bilingually taught classes. A glance at the appropriate tables will even show that the ESL classes scored higher than Templin's subjects (n = 60 white children).

Since the M5R is closely related to the MLR, this finding further verifies the analysis made on the MLR data. Not only are the ESL pupils average responses longer, but when forced to extend themselves, they seem better equipped to produce even longer responses.

As with the MLR, there were no significant class differences with the M5R.

Tables III, III-A, and III-B summarize this language factor.

TABLE III

Analysis of Variance Table for the M5R Language Variable

Source	Degrees of Freedom	Mean Square	F ratio	Decision
Between Methods	1	1299.23	20.0	Significant*
Classes in Method One	2	5.32	.08	Non Significant
Classes in Method Two	1	2.87	2.87	Non Significant
Error	50	64.93		
Total	54			

*Significant at $\alpha = 0.05$

$F_{1,50}(.95) = 4.04$

$F_{2,50}(.95) = 3.19$

TABLE III-A

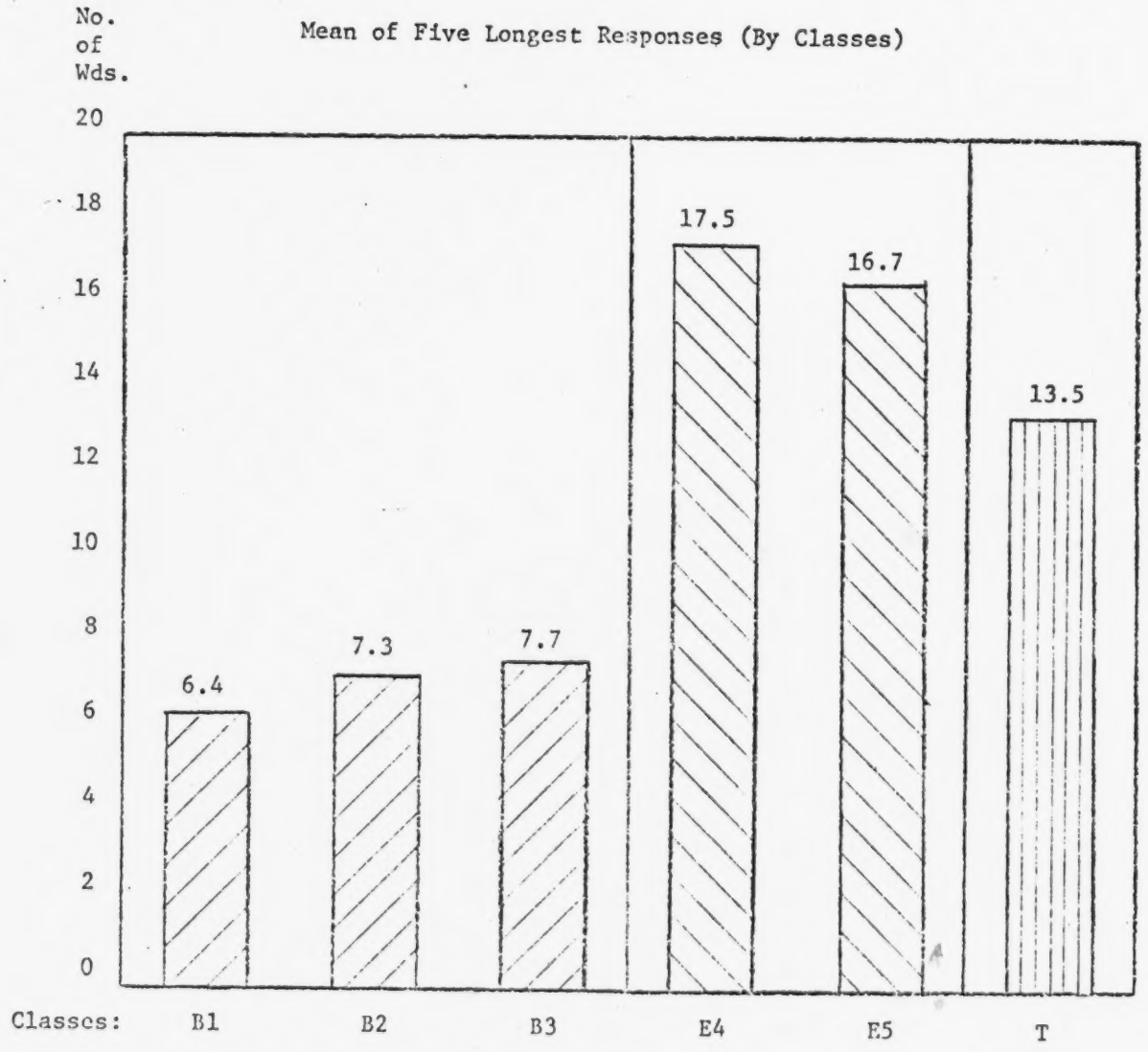
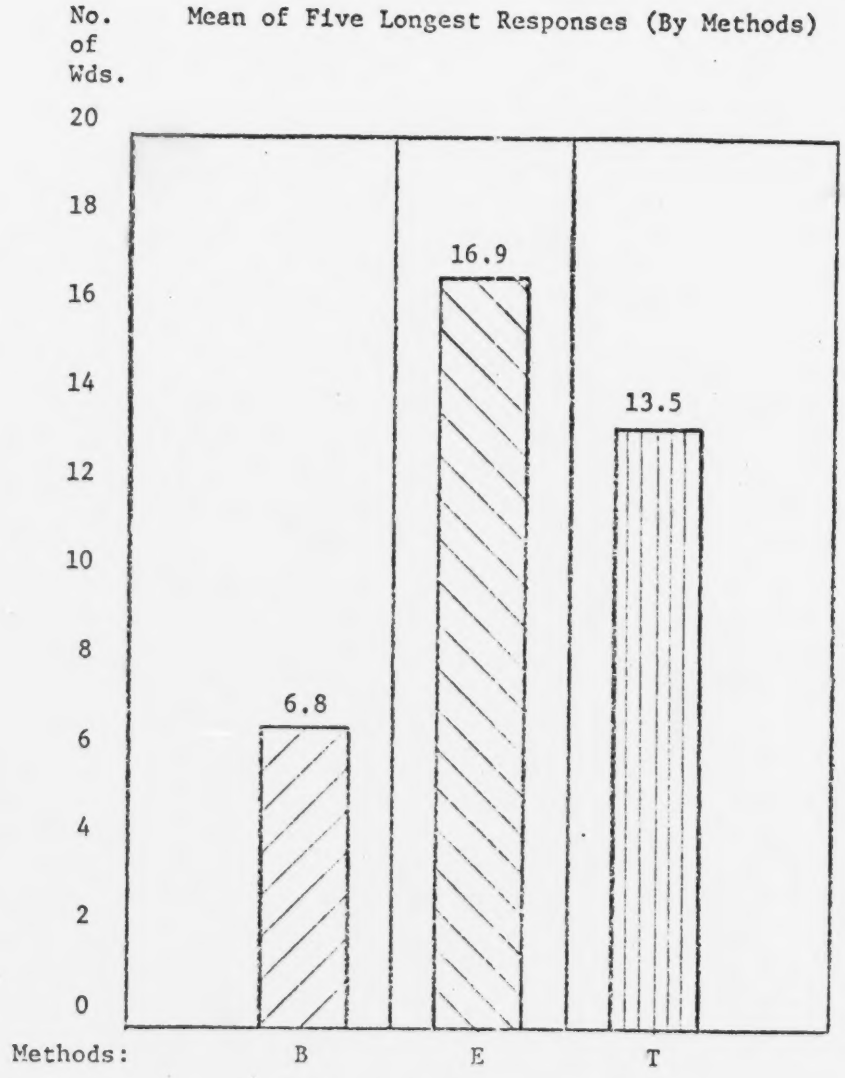

Mean of Five Longest Responses (By Classes)
No. of Wds.
20
18
16
14
12
10
8
6
4
2
0
6.4
7.3
7.7
17.5
16.7
13.5
Classes:
B1
B2
B3
E4
E5
T

TABLE III-B


No. of Wds.
Mean of Five Longest Responses (By Methods)
20
18
16
14
12
10
8
6
4
2
0
16.9
13.5
6.8
Methods:
B
E
T

Structural Complexity Score (SCS).

Although there were fairly large class differences in the SCS, there were no significant differences between methods. The apparent answer to this mixed finding seems to rest on the fact that both ESL and bilingually taught classes taught only the very simple and basic speech patterns. The more complex were so few, that they could have been counted on one hand. Compound sentences provided the most difficult speech pattern the pupils seemed able to perform; and even here, the word "and" started practically all of the coordinate clauses.

Not surprising at all was Templin's norms being nearly twice as high as the ESL and the bilingual norms. It must be remembered, though, that Templin's norms were based on native English-speaking first graders.

Tables IV, IV-A, and IV-B give us reviews of this section of the findings.

TABLE IV

Analysis of Variance Table for the SCS Language Variable

Source	Degrees of Freedom	Mean Square	F ratio	Decision
Between Methods	1	595.95	2.20	Non Significant
Classes in Method One	2	786.53	2.91	Non Significant
Classes in Method Two	1	1310.87	4.84	Significant*
Error	50	270.66		
Total	54			

*Significant at $\alpha = 0.05$

$F_{1,50}(.95) = 4.04$

$F_{2,50}(.95) = 3.19$

TABLE IV-A

Structural Complexity Score (By Class Mean)

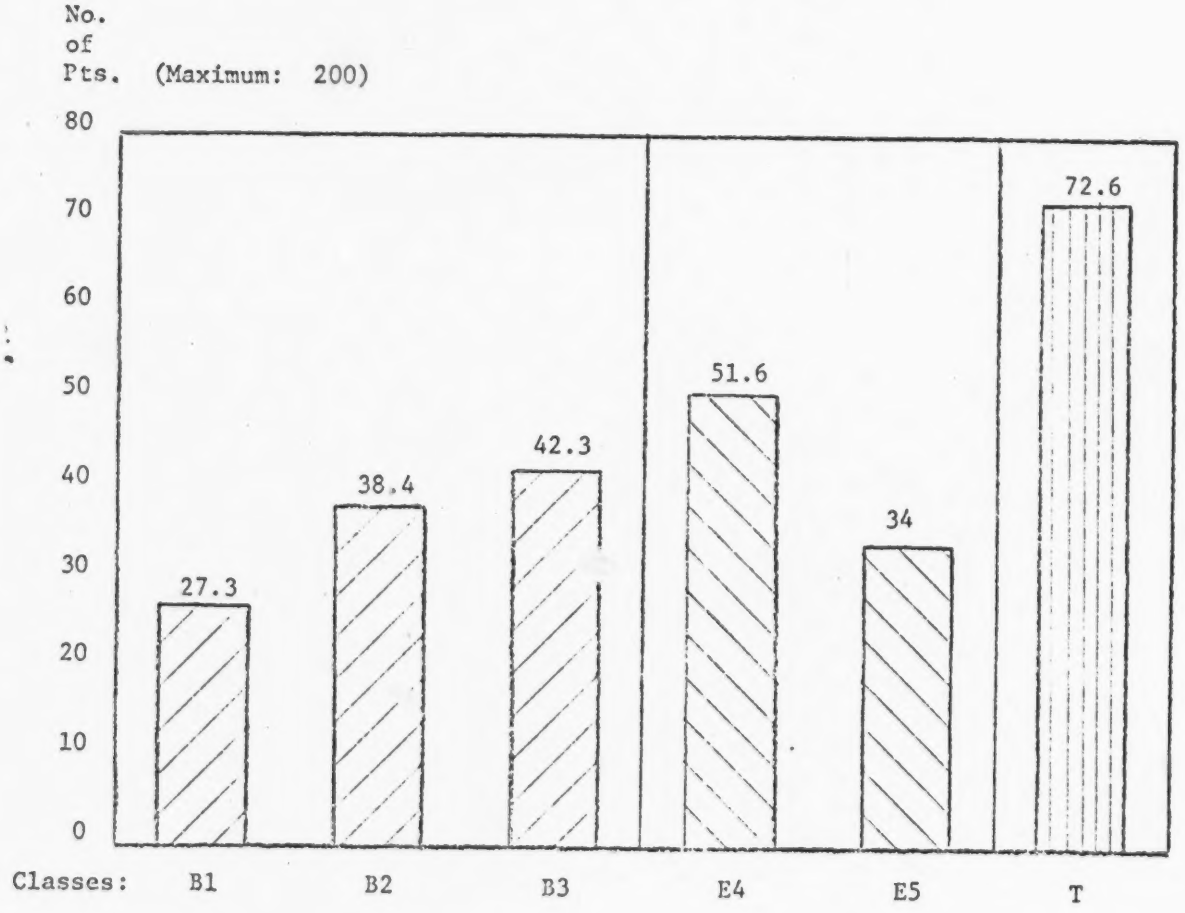
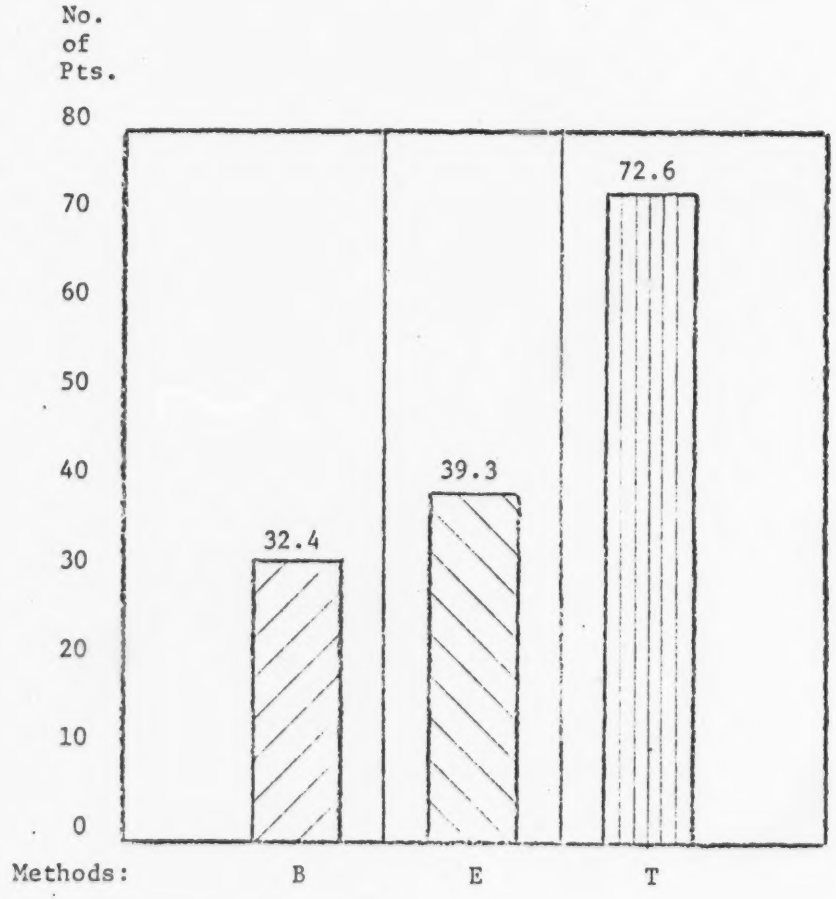


TABLE IV-B

Structural Complexity Score (By Method Mean)*



*Possible Score = 200

Grammar Factor (GrF).

The analysis for the data gathered from the grammar sub-scores and from the GrF scores shows that there are no significant differences between methods and between classes within each method. This finding invalidates hypothesis #2.

In observing each class, this writer can understand how this situation has come about. No teacher in either method made any concerted effort to correct nonstandard grammar when it was spoken, except, perhaps, during the ½ hour formal ESL periods. The remainder of the day, the children were permitted to speak anything freely, whether or not it was spoken correctly. Although this laxity eliminated some inhibitions, it did nothing for one's correct speech habits.

On the one hand, this laxity helped the ESL pupils to be freer and longer in their English responses (they tended to use English more because their teachers did, too.), but, on the other hand, it also allowed them to make nonstandard patterns more ingrained (since their numerous incorrect patterns were not corrected).

No doubt adding to the fact that the ESL classes did not get higher GrF scores was the method of scoring the GrF scores in this study. There was no complete way to avoid penalizing the more verbose students - the ESL students. The more they talked, the

more they increased their chances of making nonstandard grammatical deviations. Table V-A shows this all too well. The bilingual classes averaged three times as many mazes as the ESL classes. Yet, they overcame this deficit by having more structurally complete-grammatically correct sentences (SCGC sentences). The SCGC sentences were given two points each while all other acceptable responses were given only one point.

Tables V, V-A, V-B, V-C, and V-D summarize the above discussion.

TABLE V

Subscores for Grammar Factor Scores (by classes)

Classes \ Variables		mazes	fluencies	SCGI	SCGC	Total
B_1	no. of	133	366	265	336	1100
	mean	6.1	16.6	12.0	15.3	50
B_2	no. of	16	49	72	113	250
	mean	3.2	9.8	14.4	22.6	50
B_3	no. of	41	66	138	155	400
	mean	5.1	8.3	17.3	19.4	50
E_4	no. of	22	62	130	86	300
	mean	3.7	10.3	21.7	14.3	50
E_5	no. of	14	323	178	185	700
	mean	1.0	23.8	12.7	13.2	50

Sample calculation:

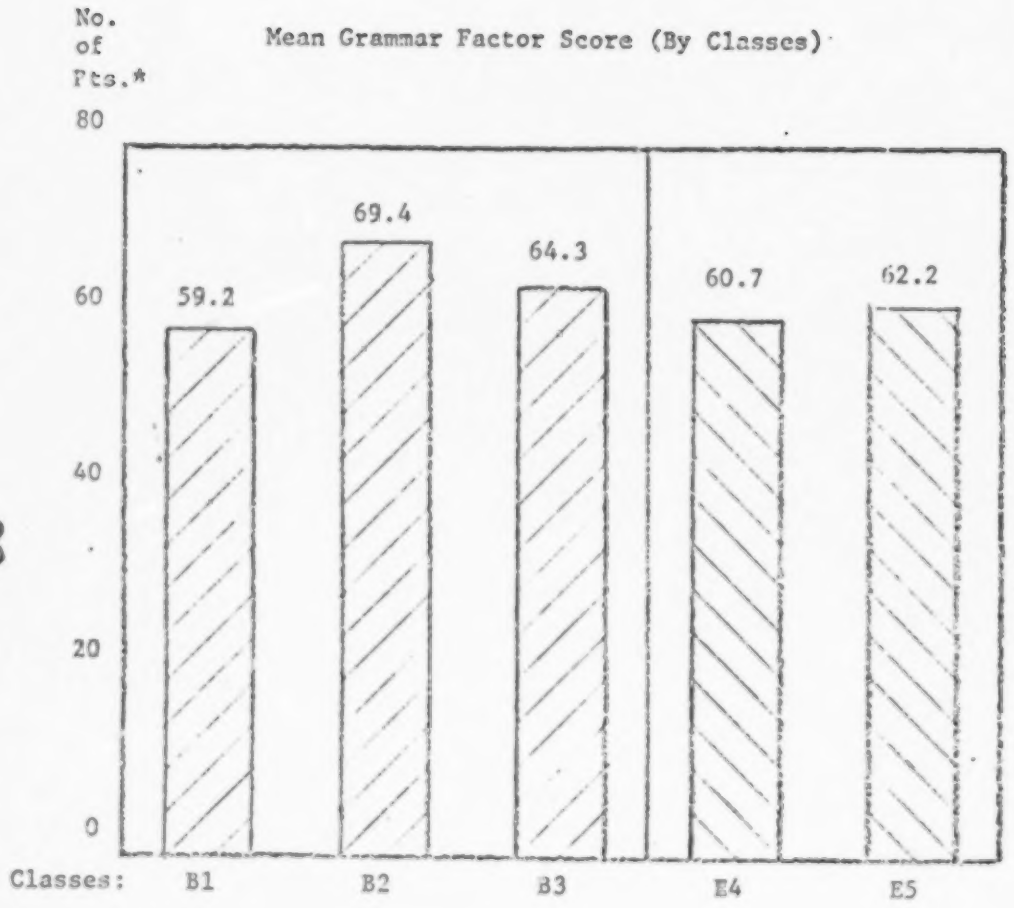
- mazes = (structurally incomplete, grammatically incorrect) 0 point
- fluencies = (structurally incomplete, grammatically incorrect) 1 point
- SCGI (structurally complete, grammatically incorrect) = 1 point
- SCGC (structurally complete, grammatically correct) = 2 points
- bilingual class 1 = 366 + 265 + (336 x 2) = 1303 GrF score
- mean GrF score = 1303 ÷ 22 = 59.2

TABLE V-A

Subscores for Grammar Factor Scores (by methods)

Classes \ Variables		mazes	fluencies	SCGI	SCGC	Total
Bil.	no. of	190	481	475	604	1750
	mean	5.4	13.7	13.6	17.3	50
ESL	no. of	36	385	308	271	1000
	mean	1.8	19.2	15.4	13.6	50

TABLE V-B



*Maximum = 100

TABLE V-C

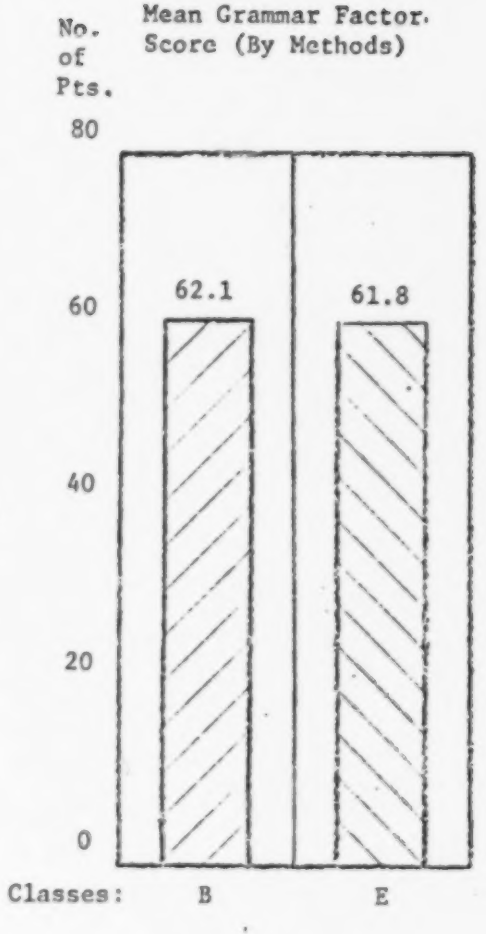


TABLE V-D

Analysis of Variance Table for the GrF Language Variable

Source	Degrees of Freedom	Mean Square	F ratio	Decision
Between Methods	1	.23	0.00	Non Significant
Classes in Method One	2	216.04	2.68	Non Significant
Classes in Method Two	1	21.49	0.27	Non Significant
Error	50	80.67		
Total	54			

$F_{1,50}$ (.95) = 4.04

$F_{2,50}$ (.95) = 3.19

Number of Different Words (NDW).

The ESL classes again scored significantly higher than the bilingually taught ones in the total number of words in their working vocabulary. This finding is not incongruous given that those who talk more and who have longer sentences tend also to have larger vocabularies. Further, since the ESL teachers used English more often, the chances of their using an increased English vocabulary that their pupils could capitalize on, was also increased.

This increase in vocabulary by the ESL pupils probably did not stem from any formal vocabulary training since the lessons were basically the same for both methods of teaching. The likelihood is that the added vocabulary was informally learned from the increased use of English throughout the school day by both the ESI teachers and the ESL pupils.

The lack of any significant class differences add weight to the above analysis.

Tables VI, VI-A, and VI-B review this section's analysis.

TABLE VI

Analysis of Variance Table for the NDW Language Variable

Source	Degrees of Freedom	Mean Square	F ratio	Decision
Between Methods	1	18288.47	35.68	Significant*
Classes in Method One	2	199.12	0.39	Non Significant
Classes in Method Two	1	227.34	0.44	Non Significant
Error	50	512.59		
Total	54			

*Significant at $\alpha = 0.05$

$F_{1,50}(.95) = 4.04$

$F_{2,50}(.95) = 3.19$

TABLE VI-A

Number of Different Words (By Class Mean)

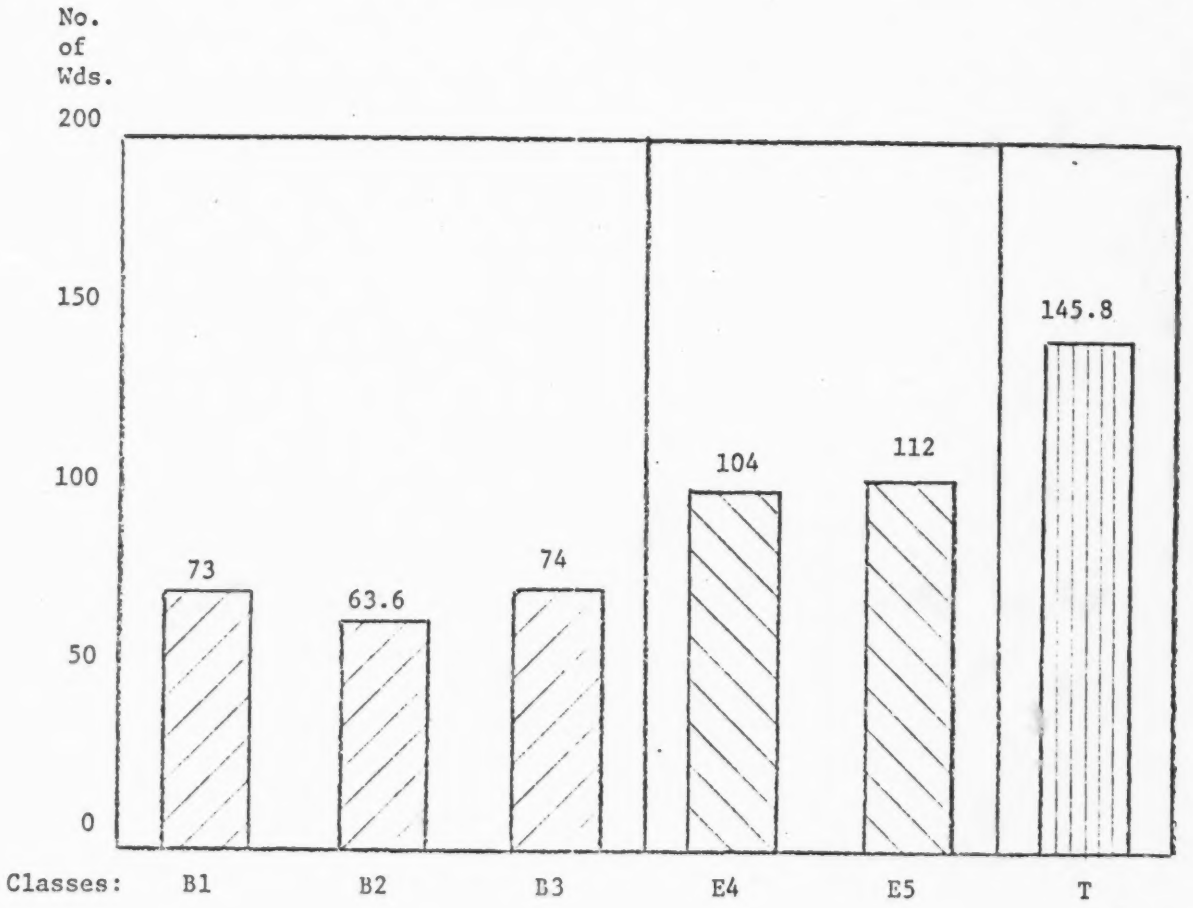
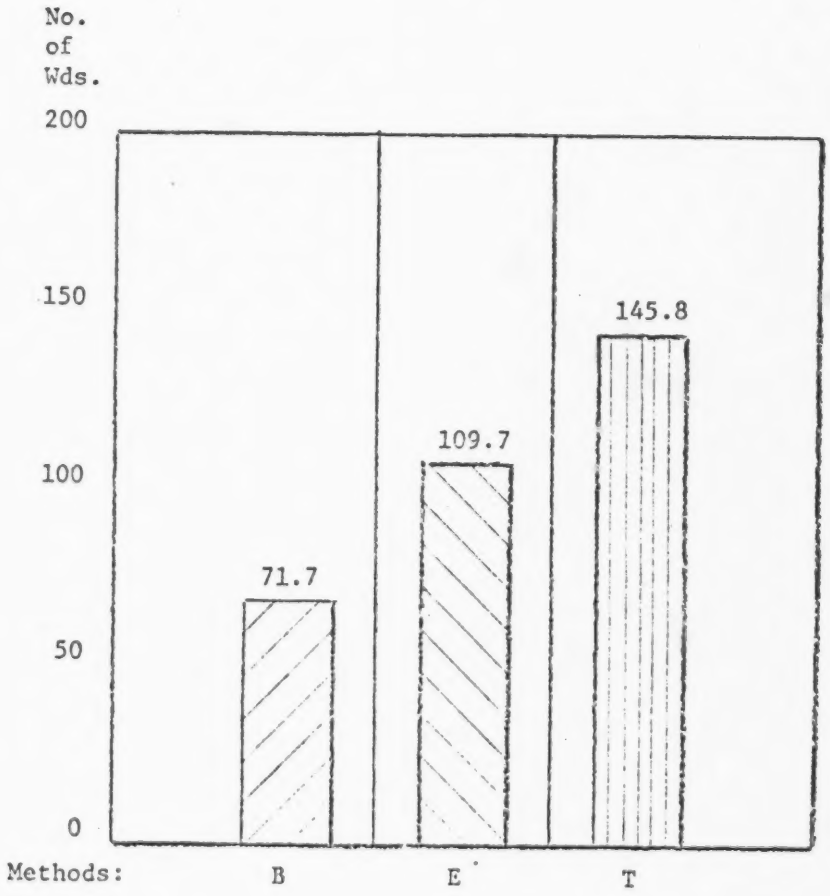


TABLE VI-B

Number of Different Words (By Method Mean)



Summary of Language Maturity Measures.

In three measures of oral language maturity - MLR, M5R, and NDW - the ESL taught classes scored significantly higher than did the bilingually taught classes. Hypothesis #1, except for the SCS, can be accepted with a high degree of confidence.

Hypothesis #2, since there were no significant differences between methods or between classes, can be rejected.

Van Syoc made a distinction that applies here.[36] There is a difference between linguistic sophistication and English proficiency. Applied to this study, the ESL pupils generally displayed a higher degree of linguistic sophistication, but their English proficiency was no better nor any worse than that of the bilingual pupils.

All this can be interpreted to mean that the bilingual methods presently employed may do well to adopt some of the techniques now used by the ESL classes. Further discussions along this line will be found in Chapter V (Conclusions and Recommendations).

Sex.

The mean scores for males and females on each language variable are strikingly similar, save for the NDW score (see Table VII).

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36. Van Syoc, Bryce. "A Comparison of Some Representative Educational Systems of Asia with the Educational System of the United States with Special Reference to Teaching English as a Foreign Language," Selected Conference Papers of The Association of Teachers of English as a Second Language (Robert Kaplan, Ed.), The University of Southern California Press, December 1966, pg. 15.

To further verify for whatever sex differences there might have been, t-tests were used. The t-values for each of the five language variables was below the t_{53} (.95) value of 2.01, thus verifying that sex made no difference in performance.

Table VII-A displays the t-values for this topic.

TABLE VII

Basic Statistics for Sex Differences on the 5 Dependent Variables of MLR, M5R, SCS, GrF, and NDW

		MLR	M5R	SCS	GrF	NDW
Male	Mean	5.40	11.65	35.77	60.81	90.58
	S.D.	3.65	10.75	20.05	8.02	32.96
Female	Mean	4.55	9.07	33.88	63.92	79.00
	S.D.	1.82	6.61	14.61	10.27	20.99

TABLE VII-A

t-values for Sex Classification for Five Language Variables

Sex \ Variable	MLR	M5R	SCS	Grammar	NDW
Male Female	1.02	1.02	.04	1.29	1.15

t_{53} (.95) = 2.01

Other Findings.

Many readers are already aware of the problem Chinese pupils have in using correct verb forms and tenses. Sentences such as "Yesterday, they going to the store" and "He say you not sleep" are all too common.

Neither of the methods studied seemed to have address itself too much to overcoming these nonstandard deviations. New to this writer, though, were the other nonstandard deviations discovered (connectives, modifiers, and omissions). Often enough, these other nonstandard deviations were combined with the usual verb errors. The following are some examples of nonstandard deviations found so often, that this writer stopped tabulating them:

- The girl playing the balloon. (auxiliary omitted; verbal used as a main verb; connective omitted)
- The boy don't listen to the mother. (3rd person agreement; substituting "the" for "his")
- They are looking the t.v. (same problems as above; additionally, may have problem in not knowing difference between transitive and intransitive verbs)
- They are see the t.v. (omitted the verbal form; uncertainty with auxiliary verbs)
- The mother and father to play t.v. (verb omitted)
- You go to sleeping. (incorrect verbal usage)

- The boy is jump. (incorrect verb form; problem with auxiliary verb)
- Don't take the dog go to school. (extra verb)
- He is fun and happy. (problem with predicate adjectives and predicate nouns)
- They playing the zoo. (auxiliary missing; preposition and articles missing)

A sentence repetition exercise was given at the beginning of each interview (Appendix VII). It was used primarily to make the pupils relaxed since they had little trouble achieving with it.

Though not designed for this purpose, this repetition exercise provided some insight into and verification of the difficulties mentioned above. "The dog that ran away was brown and white" was most often changed to something similar to "The dog running away brown and white." Even when repeating clear models, the pupils omitted connectives and auxiliary verbs and substituted verb forms. The length of the sentence repeated made little difference. What did come through was the native Chinese patterns that were ingrained in the Chinese pupils. The native patterns emerged not only in free responses, but also in the repetition of models that never even contained them originally.

The theory of strong linguistic interferences set up between the Chinese and the English languages seems substantiated.

For the school year, the Chinese bilingual pupils, according to

Berry's estimates, generally attained the oral capacities of 3.0 to 4.0 years old native English-speaking children; and the ESL pupils generally attained the oral abilities of 3.6 to 4.6 years old native English speakers.[28]

From Berry's breakdown of ideational levels (five steps), both ESL and bilingual classes generally reach only step 2 - literal descriptions.[29] When describing pictures, the pupils rarely attempted to establish relationships or to invent details, even when asked to.

Berry did not give language ages for her ideational levels.

Amount of Chinese Used Outside School Time

Two rough measures were used to calculate the amount of Chinese oral activities used by the pupils outside of school time - the amount of Chinese spoken to the pupils, and the amount of Chinese spoken by the pupils. The same bilingual survey used to check that pupils were indeed Chinese monolingual/monocultural was used (Appendix V). The answers to the following questions were weighted from 0 to 4:

2. Do the following speak to you in Chinese?

3. Do you speak to the following in Chinese?

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28. ibid. pgs. 225-227

29. ibid. pg. 245

The maximum score for each question was 32 points. The higher the scores, the more Chinese oral activities the pupils were engaged in outside of their school time. The rationale for this analysis was the belief that the more outside Chinese oral activities there were, the less gains in English there would be.

The analysis of variance tables (Tables VIII and IX) seem to bear this belief out. The bilingual classes were significantly higher than the ESL classes in outside time spent on Chinese oral activities, and, as we know, they performed below the ESL classes in three measures of language maturity.

It may be argued that it was the increased time spent on outside English oral activities that enabled the ESL classes to show greater gains, rather than the ESL teaching method. However, the truth is probably closer to the word "circular." The increased outside English oral activities and the ESL teaching method both affected and complemented each other. To ask which came first is akin to asking whether the chicken or the egg came first.

It may also be argued that although the bilingual children spent more time on Chinese oral activities outside of their classes, the ESL children nevertheless spent a good deal of their outside time on Chinese oral activities, too, as witnessed by their class means. Answering "mostly" eight times on the bilingual survey would have given the respondent 24 points. As it was, the ESL children did score this on one variable and came within .2 point of it on the other variable (see tables IX-A and IX-B).

TABLE VIII

Analysis of Variance Table for the Amount of Chinese Spoken to the Pupil Outside School Time

Source	Degrees of Freedom	Mean Square	F ratio	Decision
Between Methods	1	44.92	4.73	Significant*
Classes in Method One	2	60.45	6.37	Significant*
Classes in Method Two	1	.02	.00	Non Significant
Error	50	9.49		
Total	54			

*Significant at $\alpha = 0.05$

$F_{1,50}(.95) = 4.04$

$F_{2,50}(.95) = 3.19$

TABLE IX

Analysis of Variance Table for the Amount of Chinese the Pupil Speaks Outside School Time

Source	degrees of freedom	Mean Square	F ratio	Decision
Between Methods	1	126.29	9.81	Significant*
Classes in Method One	2	75.31	5.85	Significant*
Classes in Method Two	1	28.29	1.89	Non Significant
Error	50	12.87		
Total	54			

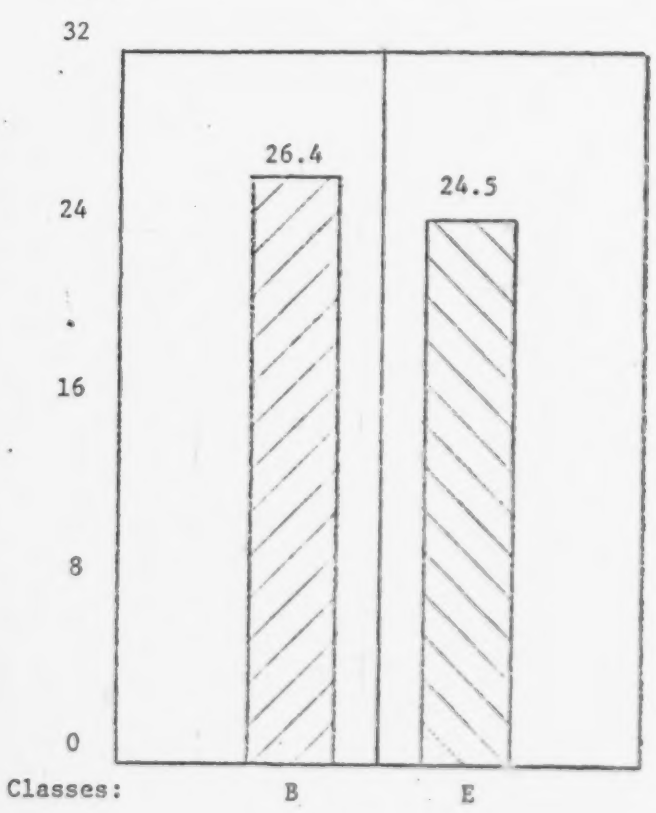
*Significant at $\alpha = 0.05$

$F_{1,50}(.95) = 4.04$

$F_{2,50}(.95) = 3.19$

TABLE IX-A

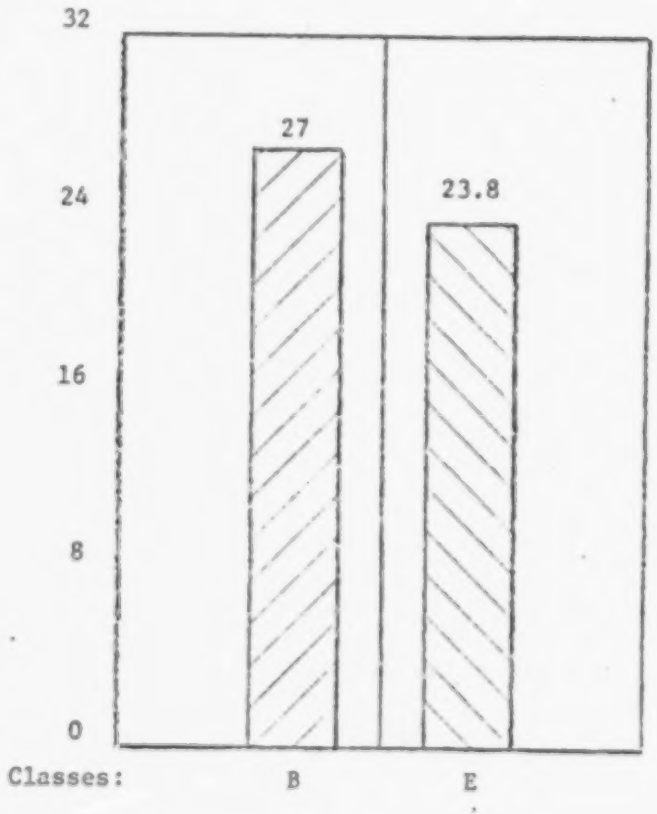
Mean Score of Chinese Spoken to Pupils Outside School Time (by methods)



*Maximum: 32 pts.

TABLE IX-B

Mean Score of Chinese Spoken by Pupils Outside School Time (by methods)



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions.

The major purposes of this study were to find out (1) which teaching style - Chinese bilingual or ESL - leads to more oral English maturity, and (2) how much oral English the use of the Chinese language helps an non English-speaking Chinese person to acquire.

These purposes, however, should not obscure the background and the beliefs leading to them. This study assumed that the English language programs of the SFUSD for non English-speaking Chinese children were generally inferior as witnessed by (1) the large number of such pupils not served at all, (2) the large number of such pupils, who are served, failing to move on or to achieve in regular classroom situations, and (3) the large numbers of such pupils failing to demonstrate much educational, social, or economic upward mobility in the larger society.

The larger society notwithstanding, much of the blame for these failures can be laid to the SFUSD's glaring lack of any sound educational philosophy for these specialized English language programs and to the Chinese community spokemen's confused demands for implementing unproven programs and theories.

All these situations have resulted in unstated (1) specific goals to be attained, (2) behavioral changes to be acquired, and (3) curricular processes to be implemented.

At this point, it may be time well spent to examine more closely the role played by Chinatown spokesmen, since something has already been said about the school district's ineptitude. Regardless of the acknowledgement paid to it, Chinatown spokesmen have generally failed to recognize that an adequate grasp of English is key to the Chinese child's chances for survival here in the United States.[30] Whatever Chinese community inputs there have been, the emphasis has been more on the Chinese language and culture than it has been on the English language. The following statement by the Chinatown ESL/Bilingual Advisory Committee will serve to illustrate its thrust and its confusion:

> The native first language and native first culture of the individual must not only be respected, but focused on wherever valid and meaningful to the student's development . . .
>
> Since many of these youngsters are likely to be monolingual (in either Chinese or English) and monocultural when entering the ESL/Bilingual Program, it is suggested that they initially be exposed to a program that is bicultural in orientation, and that the next stage of educational development, after the youngsters display the ability to deal with two cultures, be one of a multicultural approach . . .

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30. The generally recognized body acting as spokesman for Chinatown on English language affairs is the Chinatown ESL/Bilingual Advisory Committee of the SFUSD. This 39-member committee is made up of a cross section of interested Chinatown advocates, conservatives and liberals alike.

> As the student is dependent upon language for acquisition of knowledge and skills in content areas such as the social sciences, math, and the physical sciences, and as newcomers arrive at every grade level, instruction should be provided in these areas in the student's native language only until he is able to function in an English oriented setting. However, to provide educational alternatives and reinforcement for the student's native language and culture, the student must also be offered an opportunity for expanding his knowledge of his first language and first culture. This educational alternative should be provided at all grade levels.[31]

The first paragraph quoted makes sense enough. The second paragraph, however, reveals illogical thinking. First of all, almost by definition, the pupils assigned to an ESL/bilingual program are presumed to be Chinese monolingual/monocultural, not English monolingual, as the committee stated they may be. Secondly, what is the rationale for a bicultural program? How would it help the Chinese monolingual/monocultural child to acquire any fluency in his second language? A bilingual approach may be useful, but a bicultural approach makes little sense. Third, in like manner, what would a multi-cultural approach have to do with second language acquisition? What are the processes that would enable a cultural program to help one acquire proficiency in another language? As

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31. The first draft of a report that was to be submitted to the San Francisco Board of Education and the Superintendent of Schools, November 1970.

stated earlier in this study, there is a confusion between the words "bicultural" and "bilingual." Was this the case here? This writer does not know since this committee has not met in six months.

The requests made in the third paragraph further compound the problems. The paragraph starts by stating that the non English-speaking child needs to be taught social science, math, and physical sciences in his native language. It then goes on to advocate that his native language and culture be further expanded. Why? He is already being given all his subjects in his native language (according to what the reports asks for). When will the newcomer ever learn his second language?

An earlier portion of this report stated that the teaching of English should be approached in an additive rather than substitutive fashion. The report, though, made no mention of when the second language was to be added, if ever. What it did ask for was that practically all teaching be done in the newcomer's native language. This request, technically, is neither ESL nor Chinese bilingual. It is Chinese monolingual teaching. When and how the transfer of Chinese to English was ever to be made was not mentioned.

What the Chinatown ESL/Bilingual Advisory Committee is really asking for, then, is not a switch in cultural identification, but an expansion of the newcomer's cultural horizons. Now an expansion

of one's cultural horizons is fine as long as it is truly that. However, the ESL/Bilingual Committee's report shows little promise of this. Rather it shows a propensity for keeping things the way they were in one's home country. It shows little give and take, that the newcomer must of necessity switch some of his cultural identification. To deny this and not to prepare for it will do the newcomer much harm.

Furthermore, if English language fluency is an immediate objective, there is evidence that students who accept the culture of the United States and who participate in its life, do learn faster than those who cling to their own cultural groups and use English only as a tool.[32]

The use of this evidence, however, should not be taken to mean that the second language learner is to give up his first

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32. For example:

Jakobovits, Leon A. "Physiology and Psychology of Second Language Learning," Britannica Review of Foreign Language Learning, Vol. 1, 1968, pgs. 181-228.

Spolsky, Bernard. "Attitudinal Aspects of Second Language Learning," Language Learning, Vol. 19, December 1969.

Tucker, C. Allen. "The Chinese Immigrant's Language Handicap: Its Extent and Effect," Florida Language Reporter, Special Anthology Issue, 1969, pgs. 44 ff.

Ulibarri, Horatio. "Bilingualism," Britannica Review of Foreign Language Learning, Vol. 1, 1968, pgs. 229-258.

language. The point is that there must be some balance between retaining all that one has brought with him from his native land and all that he may attain in his new land.

It should be kept in mind that this discussion has the non English-speaking Chinese newcomer in mind, not other language handicapped groups who may have other problems. This brings to mind the non English-speaking Spanish-speaking child, whose problem is often that of both his English and Spanish languages being weak and both his American and Spanish cultures denigrated, too. The Chinese newcomer, on the other hand, often comes with a good Chinese linguistic and cultural identity. His problem is that of English, not that of needing to overly compensate for his first language and culture.

The Chinatown spokesmen would be well to examine the basic incompatibility of asking for near fluency in English skills as its immediate goals, while at the same time asking for expanded Chinese monolingual and monocultural studies. This situation is akin to a parent who says that she is totally for school integration but who sends her children to an all-white private school in order that they may be "better" cultivated. What she says and what she does are not congruent. Neither is what the Chinatown spokesmen are requesting.

They cannot ask for programs immediately upgrading English language skills while at the same time asking for Chinese monolingual approaches and for bicultural approaches that would effectively use up whatever school time there is.

The findings of this study bear out this contention that if English language acquisition is indeed the immediate and major objective, then ESL methods significantly help the non English-speaking Chinese child to acquire more mature oral English skills than similar children taught by methods using an increased amount of Chinese (bilingual method).

Measures of mean length of response, mean length of the five longest responses, structural complexity, grammatical correctness, and size of vocabulary - all objective signs of oral language maturity - were accounted for. The ESL taught children scored significantly higher on three measures, while there were no significant differences in the other two (structural complexity and grammar). The findings come as little surprise. After all, one learns best what he is taught; and ESL purports to teach English language skills primarily, whereas Chinese bilingual teaching purports to have other goals besides English language acquisition.

The problem, then, for the Chinese newcomer who does not speak English, is not only of methodology, but of philosophy as to what his goals and objectives are.

Subjective measures, though not written into this study, verified the objective findings. The three evaluators of the taped free responses were unanimous in their judgments that the ESL pupils spoke more readily and less hesitantly, signs of higher language maturity.

To the question of how much the use of Chinese can help one to learn English, the answer for first-grade children seems clear. It may help them to understand English, but it does not help them to produce it any better.

Generally, one year of bilingual training for non English-speaking Chinese children enables them to acquire the oral proficiency of native English-speaking three to four year old youngsters, whereas the ESL-trained children acquire the 3.6 to 4.6 years old levels. This, again, is based on objective data and scales.

From another subjective measure based on the evaluators' estimations, the following New York City Board of Education guideline comes to mind:

A. Speaks English for his age level like a native - with no foreign accent.

B. Speaks English with a foreign accent, but otherwise approximates the fluency of native speakers of like age level.

C. Can speak English well enough for most situations met by typical native pupil of like age, but must make a conscious effort to avoid language

forms of his native tongue. Depends in part upon translations and therefore speaks hesitantly upon occasion.

D. Speaks English in more than a few stereotyped situations but speaks it haltingly at all times.

E. Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F. Speaks no English.[33]

At the end of one school year, the evaluators agreed that most bilingually trained pupils were in the high "D" to low "C" levels, whereas most ESL trained pupils were in the low "C" to high "C" levels.

Another finding is that the teachers of both methods seem not to address themselves too seriously to the numerous instances of nonstandard grammatical deviations practiced by their pupils. Whether this problem stems from the methods' incapability to handle the problem or from the teachers' ignoring of the problem, or both, this study cannot answer fully since it was not equipped to study this. This finding is presented as an outgrowth of this study. The likelihood, though, is that more attention paid to this problem would produce beneficial results.

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33. From Educating Students for Whom English is a Second Language, 1965.

Yet another finding come across is the observation of ineffective (and, at times, nonexistent) evaluation devices and inept planning. With the exception of the Title VII Chinese Bilingual program, all evaluations are "in-house" affairs with negative reports somehow lost. Whatever data there is, has not been statistically analyzed as to causes and effects. The outside evaluation done on the Chinese Bilingual program poses some difficulties, too. While it compares results, it does not analyze processes that may or may not have accounted for these results. Further, by comparing results and not saying anything about expected levels of performance, the outside evaluation tends to give an overly optimistic report of the Chinese Bilingual program. The ones who will lose by such a distorted evaluation are the bilingually taught children themselves. This study shows that they simply have not made the great gains that the outside evaluation says they have, despite the fact that they had two teachers and one aide for each bilingual class.

The discussion up to here is not to denigrate the non English-speaking Chinese child's native language and culture. It is to put it in its proper perspective. One's native language is the expression of his culture. To destroy one is to destroy the other.

Notwithstanding the many insensitive English language teachers the readers may have come across, many will take this last sentence to mean that the ESL approach, which emphasizes the second language, will inherently destroy or ignore the child's first language. This does not have to be so. The sensitive and sensible use of comparative

and contrastive techniques would be one way in which second language learning could instill pride on one's first language. The infrequent use, then, of one's first language in second language learning, should not imply that the newcomer is to give up his first language. The intent, rather, is to achieve better results and thereby add to his first language. This should be made clear to all second language learners.

The bilingual approaches are not without danger in respect to destroying a language or culture, either. By overemphasizing one's first language and culture, a bilingual approach may very well practice ethnocentricity to the point of denigrating the second language and culture. Although this may seem implausible, its potential dangers ought to be pointed out.

Recommendations Based on Findings.

Based on the findings of this study and the conclusions reached, some suggestions seem to be in order.

Bilingual teaching styles ought to make the use of English and Chinese more dichotomous, i.e., the use of both languages ought not be so mixed. Rather, it should prove more advantageous to have definite periods set aside for the use of each language.

Further, the bilingual teaching styles may benefit from a definite structured method of reducing the amount of Chinese used and increasing the amount of English needed. Even though some bilingual teachers drastically reduced the amount of Chinese used,

they nevertheless canceled some of the good effects by haphazardly mixing what Chinese they did use with English. This suggestion is to minimize the chances of linguistic interferences occurring.

The above recommendation is not to suggest that the use of Chinese be gradually and eventually eliminated. What it does suggest is that as long as Chinese language skills are sufficient, time might be better used on upgrading English language skills, until near equal proficiency in each language is attained.

Both the bilingual and the ESL styles would do well to quickly increase the complexity of the patterns taught. The simple patterns already taught showed few signs of their being transformed from simple to extended-simple, let alone from simple to complex. For example, simple sentences remained simple without their being transformed or extended with phrases or compound subjects, predicates, and objects. Furthermore, there were even fewer transformations from simple to compound and complex structures.

Doubtless, these more complex structures will be increasingly needed as these first graders go onto the second grade where increasingly complex ideas and relationships have to be expressed.

No doubt, both bilingual and ESL styles and classes must address themselves to the problem of acceptable grammar. It is beyond the scope of this study to give specifics, but it certainly is within its scope to point out that the grammatical deficiencies uncovered go beyond what is generally acceptable.

It must be pointed out, though, that the poor grammar uncovered usually did not hamper meaning. However, society being as unbending as it is, both programs should help their pupils to achieve minimum standards of grammatical usage.

To accomplish the ideas recommended, it can generally be said that staff members of both methods would profit much from thoroughly grasping the concepts of language learning theories. Curriculum writers must be highly skilled in converting these theories into process objectives that evaluators can quantify and measure. Someone, preferably both the curriculum writer and the evaluator, must continually keep abreast of the vast amount of research literature on language learning that is being disseminated.

He, in turn, must continually keep his teachers informed as to why he is doing what he is. Observation would lead this writer to believe that there is some gap here. At times, products were produced, but nothing was said as to the rationale behind them, nor was there anything said as to how they were to be used to the best advantage.

Naturally, much of what has just been said, can be applied to any field of studies. This situation, though, in no way detracts from the necessity of its being applied here.

As to funding agencies, money could be well spent towards exclusively ESL classes, especially if the schools themselves guaranteed that courses in the awareness and appreciation of

cultural pluralism were added. The difference here is that the schools would bear the cost of the cultural awareness courses, thus better insuring that local participation would be heightened. Funding agencies, on the other hand, could be freed to concentrate their efforts and resources on language problems, something that local school districts seem incapable of, since they usually are not large enough to handle such complex programs.

Additional Recommendations.

In carrying on an English language program, it would be helpful for the administrator and teacher to remember that each child has his own needs. One child may profit better from an ESL program, whereas another more from a bilingual. Careful screening should be administered. Personal preferences may even be allowed even when screening indicates that a child may better profit from a program other than his choice. The humanizing and personalizing of English language training can possibly overcome the effects of weak programs. After all, the opposite is just as true - the best of methods will accomplish little if the pupils feel dehumanized. A positive attitude will make both styles of teaching more effective.

Role-playing with the entire teaching staff participating - alternately as actor and observer - on a regular basis would provide much-needed feedback and honest self-evaluation. If not entirely realistic, perhaps some pupils can participate in the role-playing process. Whatever, role-playing as a technique for improvement should not be overlooked.

All processes should be carefully recorded and analyzed. Too much is going on in the classes that no one really pays attention to. Which are good and which are not? Those that are good, are they good under all conditions?

The point to the above three paragraphs, then, is that pointed questions should always be asked, even when potential answers are already given from other studies. An inquisitive problem-solving approach is better than an overly confident one when one is involved in the sensitive area of English language acquisition.

A step in the right direction can be made by one action - the recognition by the SFUSD that English language programs for non-English-speakers are not remedial programs but foreign language programs (for the non English-speaker). This action would not only elevate the status of these programs but also of the non English-speaker's self-estimation.

Further Studies.

As with many studies, this study opened the door to many allied projects that can profitably be looked into. It is hoped that the following list will find some takers:

1. A project to duplicate this study for other grade levels.
2. to duplicate this study longitudinally with the same groups.

3. to study which method just studied has the longest-lasting effects by re-examining the same pupils in September (i.e., those who have not had any summer school experiences this summer)

4. to study the affective gains resulting from each style of teaching

5. to find out which method leads to better gains in reading and writing skills

6. to find out which method leads to better gains in subjects requiring a high degree of abstraction, such as social studies and mathematics

7. to find out what other bilingual methods may be more effective

8. to study classes that are more matched, e.g., secondary bilingual and ESL classes that meet for the same amount of time

9. to study classes where the teaching situation is more matched, e.g., the same teacher teaching one style to one class and the other style to another class

10. to study which techniques both styles could employ to overcome better the many grammatical defects uncovered

11. to check if the results would be the same for similar first-graders

These studies are intended to lead towards rational judgments needed for the sound planning and administration of English language programs in the SFUSD. It has been a long and arduous journey for both school officials and non English-speaking students alike with relatively little to show for all the efforts expended and money spent.

Sound decisions can be made if pointed questions are asked and honestly answered. If answers are not immediately forthcoming, indications are that experimental conditions must be set up and huge sums of money not spent until the experimental programs have proven some worth. To do otherwise can lead to waste, not only of economic resources but of precious human resources. This, we cannot afford.

A Final Word.

A voiceless person is a frustrated person. The non English-speaker in the United States is indeed voiceless in many ways. Our task is to help him be a full human being by efficiently aiding him in his acquiring of a second language.

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APPENDIXES

THE ASSOCIATION OF CHINESE TEACHERS

San Francisco, California 94108
April 9th 1970

MINUTES OF THE FORUM

Place: First Baptist Church

Present: Ruth Lee, Beverly Mg. Tim Kwan, Jeanette Kim, William Kam, Lee Lowe, Roger Tom, John Lum, Calvin Maena, Sandra Gin, Doris Wong, Anna Wong, Serena Lim, Rolland Lim, Lawrence Lui, Alyce Cathey. Claudia Jeung, May Chew, Lucinia Lee, Lana Toy, May Fong, Sharon Jung, Ted Wong, Victor Low, Maxine Fong, Ken Wong, Rachel Wong, Alan Wong, Rita Fung, Shirley Lee- Poo, Antoinette Metcalf, Ken H. Wong, Lennie Yee, Evelyn Hunt, Norma Quan, Lonnie Chin, Rosemary Chan, Blanche Belli, Garner Sollenberger, Jody Mohler, Linda Wong, Seymour Meister, Helene Lew, Jean Pong, John Chan, Inez Chan, Ruby Hong, Henry Chan,

I. TACT Opinion Poll

An opinion poll on what educational programs in the Chinese community should include was distributed. The poll hoped to survey opinions on: 1) A bilingual program for the immigrant and the American-born.
2) A bicultural program for the immigrant and the American-born.
3) A program for the non-English speakers.

II. Panel on "ESL/Bilingual/Bicultural Education: Dreams and Priorities"

The panelists were: Mr. Wellington Chew, Mr. William Wu, Rev. Dr. James Chuck, Mrs. Antoinette Metcalf, Mr. Lang Chi Wang, Dr. Dennis Wong, Mr. Philip Choy, Miss Hannah Surh, Mr. Michael Kittredge, Mr. Benjamin Tom, Mr. John Lum.

The following is a summary of each panelist's ideas on educational programs.

Mr. Wellington Chew, Supervisor of the Chinese Bilingual Program, Member of the North Beach English Language Center Board of Directors, on the Rosenberg Project Committee, Former Chairman of Chinatown EOC.

The end product of an immigrant child should be a student who is fluent in the English language and functional vocationally, politically, socially in his present society. But this is not to say that the Chinese student should deny his own heritage and language while he is trying to become proficient in English.

The issue that the Chinese student should attain a high level of fluency in Chinese and English in all subject matters is a difficult problem to answer. ESL teachers have said that there is hardly enough time during the school day to cover their lessons monolingually, much less bilingually.

It is a fact, however, that families far from the boundaries of Chinatown, have sent their children to Chinatown in order that they could attend Chinese school. Acknowledging the importance that many have given to the learning of Chinese, we should, perhaps, make this a goal. We will need cooperation from everyone to make this idea become real.

Mr. William Wu Executive Director of the Chinese Cultural Foundation, Lecturer on Ethnic Studies at San Francisco State College

Focusing his concern on the bicultural program, he views the present school curriculum as one that is antiquated. The curriculum reflects the European culture while totally disregarding the values and cultures of other groups. Americanization means, actually, Europeanization. Considering the United States' upheaval in racial turmoils, we still have neglected to acknowledge the pre/post civil rights periods in the school curriculum.

A bicultural program should disclose culturalism on an international basis. The experiences of each immigrant group in America should also be included. We cannot consider Americanization the way it has been taught in the past without taking into consideration all other ethnic groups in America.

Presently, Chinatown is going through a transition period whereby one generation speaks only Chinese while the other generation speaks only English. This revealing aspect of the Chinese experience seems to show that there is self denial involved and a suppression of cultural identity. Bicultural programs in school may be one panacea in developing a proud sense for one's heritage.

Rev. Dr. James Chuck, Pastor, Former Program Chairman of Chinatown FOC, Member of the Social Planning Council on Immigration, serving on the Rosenberg Project Committee.

No one, in principle, would reject bilingualism and biculturalism as objectives. Differences, however, emerge when it comes down to the actual implementation of educational procedures in trying to produce a bilingual individual. We need to be more flexible in our ideas rather than doctrinaire. It would be dangerous to say, for example, that ESL is the best method of instruction, and then apply it to every conceivable situation.

San Francisco is in a unique situation in that we have a large concentration of Chinese people. Therefore, we ought to take advantage of this situation and proceed on to some innovating programs which would bring about the goals of biculturalism and bilingualism. If this does not happen here, it will not happen anywhere else in the United States.

A recognition of students' needs and a variety of programs to meet these needs should be made. For the American-born Chinese, there should be provisions to instruct Chinese to them in the public school. Learning Chinese would not deter them from learning other subjects as they do not have an English problem.

Teaching the immigrant, who comes here with some knowledge of Chinese, poses a different problem. The main responsibility of the public school is to teach him English. The immigrant student who comes here at the junior and senior high age should not be deprived of learning subject matters simply because they are deficient in English. *Bilingual education may be the best medium to satisy the educational needs of students at that age. There is no set prescription as to how one should teach the immigrant student English; any method to achieve this goal should be acceptable, including judicial use of Chinese.

Question from the floor - Ted Wong: Which language should be taught? Cantonese or Mandarin?
Response: There should be a choice offered to the students.
Question from the floor - Seymour Meister: What about admitting non-Chinese to the Chinese language period? Is there any advantage to the program by having non-Chinese acquire Chinese cultural knowledge? Would it make America a more internationally-minded country?
Response: One cannot deny anyone from wanting to learn Chinese and the Chinese culture.

*Bilingual education involves the use of two languages as medium for teaching one or more subjects in the school program in addition to the language themselves.

Mrs. Antoinette Metcalf, Resource Teacher for the Chinese Bilingual Program. Member of the Chinese Historical Society, English 300 at UC, Inservice Workshop Speaker and Co-ordinator at USF 1968, Consultant on ESL Testing at San Francisco State College

Mrs. Metcalf spoke on the topic of instructional methods in ESL.

The audiolingual method is strongly favored as a way of teaching English, however, the use of Chinese also has a place in the audiolingual class situation. (This does not mean that translation is advocated, because translation impedes automatic response and cuts off pace and rhythm.) It would be unrealistic to suppose that one could teach social studies, science, etc., using only the audiolingual method. That would consume too much time and energy. Therefore, to be certain that the students understand the precise meaning of a word or a concept, the use of Chinese is necessary. The role of Chinese, then, is a transitional one. Eventually, (or immediately after the meaning is given once in Chinese) English becomes the medium by which students learn English and other subject matters.

Students who come here at the junior and senior high age are starving for subject matter. Such satisfaction cannot be met when they are prevented from taking other courses because they are only given in English. Instruction in courses such as high mathematics and science should be given in the student's native tongue.

Assimilation to the American culture and acquisition of English come quicker for the young student than it does for his parents. This usually leads to familial gaps between the child and his parents. A bicultural program could bridge this gap as parents would be able to take the role as diseminators of their cultural heritage to their children.

To develop a multilingual individual, it is suggested that the American-born Chinese students be taught Cantonese, and that the immigrant students be taught Mandarin.

Mr. Ling Chi Wang, Advocate on an Accurate 1970 Census. Frequent contributor to the East/West, Former Chairman of the Education Committee of District Council, on the ESL/Bilingual Citizens Advisory Committee, Chairman of the Committee for the Welfare for Garment Workers, Past Summer Youth Program Director.

Mr. Wang chose to question the validity of the TACT opinion poll.

It does not seem fair that after TACT has taken a position on ESL/Bilingual education, it has called on the "community" people to make a choice as to which type of program they wished to see established in the Chinatown public schools. It is not exactly known what the position is that TACT has taken, but it appears that TACT would prefer to stamp out the Chinese language and have students speak only English. In addition, the community has not been told the alternatives, the advantages and disadvantages of a bilingual and bicultural program.

Bilingual and bicultural education has not been defined in the poll, but linguists and anthropologists would back the statement that language and culture are inseparable.

In terms of ethnic studies, a type of cultural study has been foisted upon us that is extremely remote to our way of life.

Response from President Tom:

The intent of the forum was not to immediately try to establish an educational policy. It was meant to get from the panelists, their opinions on bicultural/bilingual programs.

The opinion poll was not to be distributed to the community, only to TACT members. The panelists were to use the poll as an outline to express their ideas.

The proposed position on ESL/Bilingual education was drawn up by a sub-committee, but the TACT membership has not yet adopted the position.

Dr. Dennis Wong, Pharmacist, Former President of the Six Companies, on the Governor's Committee on Children and Youth, Honorary Chairman of Project Concern, on UBAC Board of Directors. Advisor to SF State Ethnic Studies Program, on the ESL/Bilingual Citizens Advisory Committee to the Board of Ed.

Education should reach toward two goals:

1) Through education a person becomes a complete man, involved not only with himself, but with the outside society.
2) Through education a person may find a position in society.

An education program sheltering the methodology of ESL, the programs of bilingual and bicultural education, should lead to an end product of a contributory individual.

In Chinatown, we must keep in mind that we have basically two types of students. There is the American-born Chinese who is gradually forgetting his cultural heritage. And there is the immigrant Chinese, who, in order to function in his present environment, is compelled to learn English. We must gear our educational goals to meet the needs of these two individuals.

Mr. Philip Choy, Architect, President of the Chinese Historical Society

The TACT opinion poll is irrevelant to non-educators. The term ESL is also foreign, therefore, the following will be devoted to the bicultural aspect in education.

Amid the demand for more bicultural education in the schools, we seem to forget that the Chinese experience and history in America should not be exposed only to Chinese students, but to all Americans. At present, what little history we get from textbooks on the Chinese experiences only lacks truth and only serves to widen the historical gaps. History books on California convey only mollifying situations without disclosing the roles of the Chinese in California and the issues of racial and ethnic conflicts.

A significant move educators must make is the re-examination of our educational philosophy and the values of historical truths.

Question from the floor-Rosemary Chan: Would you want your children to be proficient in both Chinese and English?

Response: How possible and practical is this for a child? A more tangible goal is that of teaching the students the roles and experiences of the Chinese in American history.

Mr. Michael Kittredge - Projector Director of the Chinese Education Center. Member of the Chinatown/North Beach District Council, on the Rosenberg Project Committee, Member of the ESL/Bilingual Citizens Advisory Committee

There is no single program operating that is meeting all the needs of the Chinese students. If there is a contention between the approaches and values of ESL and bilingual education, we must recall the discord among educators with regards to the Phonics vs. the Look-Say methods of teaching reading. There should not be a battle between ESL and bilingual education, because they are not that separate.

Whatever changes we want in our educational program we must first define our objectives. Then we can build our programs to meet the final product. Tonight we have heard many objectives: 1) that each individual should be a complete individual, 2) that a person should be bilingual and bicultural, 3) that the youngster should be able to earn a living.

The CEC has defined their objectives based on what a certain segment of the population wanted, and it has built a specific program to meet specific needs.

In terms of dreams and priorities, Mr. Kittredge sees 1) a center for new-comers

to ease them into the new culture and language, 2) a bicultural and bilingual program in many schools of a community, or in a central community school, on a voluntary basis with open enrollment, 3) a bilingual program for upper elementary, junior and senior high students so that these students will keep up with their peers in other subjects, 4) changes in the textbook.

We must not perceive the ESL methods and bilingual education as opposite ends of a continuum. They have a place in the curriculum once the objectives have been made.

Miss Hannah Surh - Director of Downtown YWCA, Former Director of Chinatown YWCA, on Youth and Education Committee of the Human Rights Commission, Rosenberg Board of Directors, Charet Interim Board, Community Education Center, involved with the Newcomers Study of the Bay Area Social Planning Commission on the Immigration Committee of the District Council.

There is no conflict between ESL and bilingual education. The important thing, however, is seeing that the immigrant students keep up with their American peers. If that means using Chinese in the audiolingual class, then there is no apparent basis for not implementing the student's first tongue in acquiring his second language.

The main objective for the immigrant student, at this pressing moment, is competency in English so that he can move quickly into the regular classroom. While reaching toward this goal, one does not say that the student should deny or ignore his culture and native tongue. But it is uncertain as to whether the learning of two languages can be attainable simultaneously. How much can a child take?

In the question of monoliteracy or partial fluency, the family, perhaps, can take a role. The teacher's role would be to encourage the students to continue to speak Chinese at home. Or as Mr. Kittredge has said, bilingual, bicultural learning may be done on a voluntary basis. Eventually, and gradually these courses should be given at the public school.

Mr. Benjamin Tom - Public Utilities Commission. Chairman of the Education Committee of the District Council, Chairman Protem of the ESL/Bilingual Citizens Advisory Committee to the Board of Education, on the New Board of Directors for the Rosenberg Project.

The ideal prospectus is one thatwould embody multicultural/multilingual aspects. But given the fact that immigrants have chosen to come to the United States, then it would seem that competency in English is a primary objective.

Since the public school's main responsibility to the immigrant is to teach him English, one must question the school's proposed role in the inclusion of teaching Chinese.

To prevent the atrophying of Chinese, children should be encouraged to attend Chinese school. Admittedly, the present system of Chinese schools in Chinatown leaves much to be desired. Perhaps, we should build a central, meritorious Chinese school as the French have in their Alliance Francaise.

Question from the panel - Ling Chi Wang: Why is instruction of Chinese in the public schools looked upon with reluctance, while instruction of other languages is accepted?

Response: The possibility of having a first grade student learning two languages is questionable.

Mr. Wang: This is being done in other countries as well as in Communist China.

Response: If such a program can be feasibly incorporated in our educational system then, we should endeavor to establish one.

Mr. John Lum, on the Urban Education Project at the University of California, Consultant to the Asian Task Force at Berkeley, Editor of TACT Newsletter.

Two things have yet to be done before we can take any stand on what would be considered feasible goals.

First, we have not asked sociologists to find out what we want in Chinatown.

Secondly, looking at it from the educational-theorist's point of view, we do not know enough learning theories to be certain that our objectives would ever be realized.

Our concern that the students need some identity recognition may be legitimate, however, it seems that we are predicating on the Blacks' and Chicanos' experiences by substituting demands with Asian demands. These demands may not be relevant to our particular needs in defining the Asian experience. Is our need for historical knowledge as great as the Black's? Would learning more about Chinese history make us more Chinese? How much identity do we need? What is the learning theory behind the simultaneous acquisition of two languages?

II. The following is the proposed position on ESL/Bilingual Education. This position has not been passed by the TACT membership.

The following statement by TACT is intended ONLY in regards to an English language program for the Chinese immigrant child. When a Chinese immigrant child is in school, we must decide what he needs in order to adequately function in his new environments. Obviously, his greatest immediate need is the acquisition of English. The reasons are obvious. He has to learn English in order to communicate with the English speaking community. Further, he needs English to enhance his understanding of our English language-oriented curriculum.

So, in terms of bilingual education, we would like to see the child who does not speak, read, or write English. This would make his truly bilingual.

TACT supports the use of the audio-lingual method as the primary approach to the most effective means of acquiring a proficiency in English. TACT recognizes the value of the value of the child's native language as an aid in understanding ideas and concepts. However, any undue emphasis on the continued use of the native language would minimize the speed of English language acquisition.

In summary, when TACT takes a position on bilingual education, it means teaching English to the immigrant Chinese student as quickly as possible.

III. The following will be the panelists' reactions to the proposed statement and/or further comments on ESL Bilingual/Bicultural Education.

Mr. Wellington Chew: It cannot be denied that the American-born Chinese needs to develop his knowledge in Chinese in order to bridge the communication gap between parent and child.

Mr. William Wu: referring to the TACT proposed statement
What does "English language-oriented curriculum"mean? The English language-oriented curriculum does not represent the real situation of today.
Response from Calvin Haena: It means that all subject matters are to be presented in English.

Mrs. Antoinette Metcalf

The use of Chinese in public schools was once considered illegal. Considering the extent that it is now being used by students and teachers, we have made positive progress.

Mr. Ling Chi Wang - referring to the proposed statement:

We are all in agreement that for the immigrant student, the audiolingual method is the best way of teaching him English.

It is questionable whether a student would become bilingual when teachers have asked him to suspend his native tongue while he is learning English. One cannot assume that he will maintain his original fluency in Chinese after he ceases to use it for a number of years. Language is a life thing.

It is false assumption that bilingual education will retard a student's process in acquiring another language.

In tonight's discussion we have not defined bilingual education. It is:

1) Bilingual education as a means of overcoming the English language deficiency.
2) Bilingualism or bilingual education as a goal to be achieved in the educational process.

(Mr. Wang supports both these definitions)

Mr. Philip Choy:

There seems to be a lack of support in the importance of knowing the historical truth. Unless the Chinese individual understands his historical path he will not have respect for himself.

As a rebuttal to Mr. Lum's comment on the debatable value of studying Chinese history - knowing the history also serves to "deflate the white man's ego".

We must define what is meant by the Chinese-American experience. Too often we confuse Chinese history with Chinese-American history. In the case of Mr. Wu's ethnic studies course, it is a study of Chinese history. It is questionable whether the courses would satisfy our need to know more about the Chinese-American experience, except to confuse it. (our need)

Mr. John Lum:

The ESL program is not set up to stamp out the student's first culture and language. Instead, it wants to, in the short time it is given, to get the child's English proficiency up to par as quickly as possible.

Bilingual education will slow down the learning of both languages. Most studies say it does. One cannot learn two languages simultaneously as well as when one proceeds to learn one language at a time.

Comments from the floor:

Seymour Meister: - Pacific Heights Adult School

All efforts to establish Chinese ethnic studies and bilingual education may serve to strengthen the student's knowledge and dignity in himself. But identity also means the quality of respect from without. It is just as important to have others know about the Chinese experience and their contributions. Of what use is it if one knows himself when others, due to their ignorance, fail to recognize it? This cannot be an intra-Chinese affair.

Lennie Chin: - Community Teacher

What has been said tonight reflects the type of education we must have had; our visions are so narrow.

Of the eleven panelists, only two saw the possibility of a student

becoming bilingual. These two panelists also happen to be from other countries.

Those who were born here, for some intractable reason, seem to find that having bilingual education is so difficult that it would be unattainable. The mind is capable of many things, but we seemed to have convinced ourselves, and for that matter proved to ourselves, that we are capable of only a little.

We must consider the family unit and the future relationships of each member of this important unit. What is going to happen to that family when the younger members begin to assimilate farther than their parents in the new language and culture? Conflicts in the family usually result with the parents thinking that we are trying to turn their children away from them, and with the children having no place to turn.

After talking to many parents it was found that all of them agreed that learning English is extremely important. Nevertheless, parents expressed a desire that their children should continue Chinese, and if possible, acquire this through a bilingual program at the public school.

Respectfully submitted,

Jean Pong

Appendix II 107

TACT NEWSLETTER

The Association of Chinese Teachers

Volume 2, No.7
Special Edition

San Francisco, California April 1970 John Lum, Editor

"Anti-Chinese," "Pessimistic"

CRITICISMS, FEEDBACK MAKE TACT PARANOIC

The unending battle to improve the language problems of Chinese immigrants has, at times, backfired on TACT.

Recent accusations of TACT being anti-Chinese and intractable that a child cannot learn two languages at the same time has been leveled at TACT.

To stem ill-feelings and to tap community viewpoints on bicultural and ESL/bilingual concerns, President Roger Tom called together a community panel meeting on April 9.

(See minutes for more detail)

Since the April 9 meeting was not intended as a defense of TACT opinions and policies, but, rather, as a fact-finding affair, TACT will, in the following pages, state the views held by the majority of its members.

POSTAGE FUNDS DEPLETED

TACT Newsletter's circulation department is near bankruptcy. Postage funds are available only for the present edition. All freeloaders and non-members who desire to continue receiving Newsletters are asked to send 6¢ stamps to

TACT Newsletter
1540 Hyde St., #3
San Francisco, Cal.
94109

Stamps received will be put in individual envelopes with their owner's name. Each time a Newsletter is sent, the circulation manager will take a stamp from each individual's envelope.

Circulation manager Yu Scum has more than once threatened "No stampee, no newsee."

TACT GOES NATIONWIDE

Charlie Cheng, who was arrested for trying to gain admittance to a Washington, D.C., schoolboard meeting, has joined TACT.

(For details of Cheng's arrest, see the March, 1970, issue of TACT Newsletter).

Cheng thus becomes TACT's first out-of-state member. Cheng also probably has the distinction of being TACT's only member with a police record.

Cheng's first assignment will be to recruit new TACT members in Hong Kong, Taiwan, and Red China.

TACT has designs on becoming a worldwide organization.

THE MONEY THAT WASN'T

Local newspaper accounts of federal fundings for SFUSD's bilingual programs were in error.

The papers said that $220,000 was granted. The papers also said that both Spanish and Chinese bilingual programs would benefit.

However, inquiries made at Spanish bilingual supervisor Elmer Gallegos' office revealed that only the Spanish bilingual program was eligible for the Title VII funds, and then, only if his future proposals were accepted by HEW.

Gallegos has started a Spanish bilingual newsletter .

An Rx for IMMIGRANT LANGUAGE-HANDICAPPED

Q. WHY DO MOST TACT MEMBERS ADVOCATE ENGLISH AS A SECOND LANGUAGE (ESL) OR THE AUDIO-LINGUAL METHOD SO MUCH?

A. First of all, ESL is advocated primarily for those who have little or no knowledge of English at all. Like all courses, ESL should be used prescriptively, in this case, for immigrant Chinese pupils with no knowledge of English.

But, back to the question. TACT endorses ESL because it presents the most sound philosophy, and efficient methodology known for acquiring a second language.

Q. WHAT DOES THE ESL OR AUDIO-LINGUAL MEAN?

A. At the risk of over simplification, it means that the pupil is immersed in his new language as much as possible so that he can more quickly acquire that new language. Sentence patterns that have the most use and transferable grammatical patterns are stressed.

Q. DOES THAT MEAN THAT THE PUPIL'S NATIVE LANGUAGE IS IGNORED?

A. No. However, the pupil's native language should be sparingly used so that as little interference as possible would creep in when he is learning his new language. Concepts that the pupil does not understand can be briefly explained in his language. After this, the pupil should get back to the business of learning English as quickly as possible.

Q. ISN'T THIS REALLY A FORM OF BILINGUAL TRAINING SINCE BOTH ENGLISH AND THE PUPIL'S NATIVE LANGUAGE ARE USED?

A. I suppose one can stretch the definition of bilingual training to include the above. But, bilingual methods (as distinct from bilingualism as an end product) really means that there is a combination of English and Chinese used by the teacher and by the pupil. Naturally, this would slow up the process of acquiring a new language.

Q. WHY DO YOU SAY THIS?

A. It simply comes down to this fact. Anyone who wants to learn a new language, does it by spending as much time as he can on that task. The less time he spends on learning that language, the less he learns of that language. Bilingual methods, because they spend less time on the new language and more time on the Chinese, slow down the acquiring of English. Besides the time factor, there is evidence that using one's native language to acquire a new language sets up many potential linguistic interference patterns, making the job of language learning even more difficult.

(Cont. from P. 2)

Q. ISN'T TACT STAMPING OUT CHINESE LANGUAGE AND CULTURE BY STRESSING ENGLISH SO MUCH?

A. Not at all. Stamping out one's language and culture would take a lot of doing. The pupil would have to be isolated from his past, his background, his friends, and anything that would be Chinese. Further, the teacher would have to go out of his way to run down the pupil's ethnicity. No all of this is patently ridiculous. The pupil's Chinese language and background is constantly reinforced by his family and peers. All ESL is advocating is that when the pupil learns English, he spends as much time at it tha he can. Identity concepts could be taught bilingually in social studies if there is the need.

Q. BUT HAVEN'T STUDIES SHOWN THAT BILINGUAL PUPILS ARE MORE INTELLIGENT?

A. Yes, but here you are confusing bilingualism as a method from bilingualism as an end product. This question really means that a bilingual pupil (end product) is usually more intelligent than a monolingual pupil. Now bilingualism as a method has nothing to do with making anyone more intelligent. If anything, it might even slow down the pupil's language learning rate.

Q. WHAT ABOUT PUPILS IN SOME EUROPEAN COUNTRIES? DON'T THEY LEARN MORE THAN ONE LANGUAGE? DON'T THEY LEARN BILINGUALLY?

A. This is a good point. First of all, every new or different language they learn, they learn audiolingually. They do not say, learn French bilingually and then German bilingually. If they did, I'm sure they'd be one confused mess. Further, there is the essential motivational factor that for each new language they learn, the new language is reinforced by much of their social contacts.

Q. SO, TACT AGREES THAT SOME PUPILS CAN LEARN MORE THAN ONE LANGUAGE?

A. Definitely. But, again, TACT advocates that all new languages being acquired should use the ESL or audiolingual methods, not bilingual methods. And when the pupil gains a new language, he will be bilingual (end product) because he will have his native language and his new language.

Q. WELL, WHAT IS THE BILINGUAL METHOD GOOD FOR?

A. Bilingual methods might find good use in the teaching of science, math, or subjects that are abstract. But one has to very careful here. Bilingual courses in science, say, might just end up being taught monolingually in Chinese. Philosophical questions have to be asked and solved as to whether science or English should be the dominant stress of these bilingual courses.

Some Chicano educators want bilingualism for learning English for an entirely different reason. Bilingualism to them is for identity purposes. Many Chicanos have been brainwashed that their native language is inferior. So, bilingualism using their native language helps restore pride in their language and self-identity. Notice, though, that English language acquision is secondary to ethnic pride and self-identity. Chicago educators have to realize which objectives are most important for their pupils. Situations in different areas would dictate which should be stressed more - English language acquisition or ethnic self-identity.

(Cont. from P. 3)

Q. DON'T CHINESE PUPILS HAVE AN IDENTITY PROBLEM, TOO, SUCH THAT BILINGUALISM (AS A METHOD) SHOULD BE USED?

A. The identity problems of the Chinese are deep, to be sure, but their identity problems are not always the same. For instance, as far as the Chinese language is concerned, not too many people have run down the Chinese language as being inferior. Therefore, not too many Chinese are ashamed of the Chinese language. If this is true, bilingualism (as a method) to restore the Chinese pupil's pride in his language seems silly. He never lost that pride in his language in the first place.

Q. SUPPOSING THE CHINESE PUPIL DID HAVE AN IDENTITY PROBLEM BECAUSE HE'S BEEN TAUGHT THAT HIS CHINESE LANGUAGE AND BACKGROUND WERE INFERIOR?

A. Then by all means give him bilingualism (as a method). He has a good chance to profit by bilingualism. But notice that bilingualism, as should all studies, is prescribed to fit this pupil's personal problem. It is not just summarily thrown on all of Chinatown's pupils as a panacea. We have to remember that bilingualism as a method, unlike ESL or audio-lingual methods, does not mean any one thing. To some, it means teaching a subject on English 50% of the time and in Chinese the other 50%. To others, it might be a 75%-25% proposition. Whatever the proportions, bilingualism as a method and tool to learn English is questionable. As a tool to learns science or some other abstract subject, it stands a better chance (though still fraught with many problems as to whether the English or the abstract subject should be stressed).

Q. WHAT DOES TACT THINK ABOUT BILINGUALISM FOR AMERICAN-BORN CHINESE PUPILS?

A. Presupposing that the American-born pupil's English language skills are sufficient, bilingualism as a method to learn more English might have some merit, especially if the acquisition or the improvement of his Chinese language is as big (if not bigger) an objective as the improvement of his English is.

Q. WHAT CHANCES ARE THERE FOR THE SFUSD'S SETTING UP OF A BILINGUAL PROGRAM FOR AMERICAN-BORN CHINESE?

A. The chances are slim. Money is short, so we're told. And whatever money there is, is for teaching our immigrant-born Chinese. American-born Chinese, for better or worse, will be in regular English classes. TACT understands that SFUSD's only Chinese bilingual program (Title VII) to learn English is for immigrant-born Chinese pupils. It seems to us that the target group for a bilingual program should not be these pupils, but certain American-born Chinese pupils. For instance, immigrant Chinese pupils are to be taught "May I go to the bathroom" in Cantonese as well as English. It is TACT's contention that immigrant Chinese pupils already know how to say this in Cantonese. So, why should they be taught this again in Cantonese? On the other hand, the American-born Chinese might just profit from this instruction if they don't know much Chinese. Bilingualism as a method would do these some good.

Cont. P. 5

(Cont.. from P. 4)

Q. WHAT ABOUT THE OTHER ENGLISH LANGUAGE PROGRAMS IN CHINATOWN? AREN'T THEY BILINGUAL PROGRAMS, TOO?

A. Only in name. The Chinese Education Center's (CEC) program provides a comprehensive screening and referral service in Cantonese for Chinese immigrant newcomers of all ages. English language classes use ESL methods, not bilingual. Results have been encouraging.

All other "programs" are a mixed bag. Individual teachers seem to do whatever they want. Some use ESL methods, some EFL, some Americanization. Some say they teach bilingually, but this is doubtful. What they really do is teach mostly in Cantonese and then call it bilingual. Some use a mixture of methods. And some see to use nothing yet known to educators.

Jeannette Kim Announces:

Friends of Geraldine Greefkins are invited to join the Francisco Junior High faculty in honoring her, Wednesday, June 10, at the San Francisco Athletic Club, 1630 Stockton Street.

A no host social hour, 6:30 - 7:30 p.m. will precede the dinner.

Checks for $6.00 should be made payable to Mrs. D. Mesmer, Faculty Social Committee, Francisco Junior High School, 2190 Powell Street, San Francisco, 94133.

Reservation deadline is June 3rd.

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SORRY ABOUT THAT

Oral English Screening

Step	Description
0	Understands and speaks no English.
1	Shows understanding but can not respond in English.
2	One word response to specific stimuli.
3	Identify alphabet, color, and numbers.
4	Speaks ungrammatical English but can be understood. Difficulty is choosing correct sentence structure.
5	Produce simple sentence in present tense.
6	Can use plurals correctly. A. Noun B. Agreement between plural noun and verb.
7	Use "has" "have" correctly.
8	Can use nominative pronouns correctly.
9	Can use possessive pronouns correctly.
10	Use correct verb tense A. Progressive Present B. Past C. Future

The teacher will ask all questions in English. Children are to be placed in their prospective levels according to their level of competency in English. Many immigrant children are strong, however, in other subject areas (ex. math) and will show great understanding when spoken to in Chinese. We should not forget that these children know concepts but have difficulty expressing themselves in the English language. The teacher should consider this when planning his daily lessons.

CHINESE EDUCATION CENTER STUDENT SCREENING FORM

NAME: _____ DATE: APPENDIX IV

			Scale (Circle)	Weight	Score
I	ORAL RESPONSE AND COMPREHENSION				
	A. What's your name?		0 1 2 3	(x2)	____
	B. How old are you?		0 1 2 3	(x2)	____
	C. Where are you from?		0 1 2 3	(x2)	____
	D. Did you go to school there?		0 1 2 3	(x2)	____
	E. How long did you go to school there?		0 1 2 3	(x2)	____
	F. How many brothers do you have?		0 1 2 3	(x2)	____
	G. How many sisters do you have?		0 1 2 3	(x2)	____
II	VOCABULARY AND STRUCTURE (Show Pictures)				
(Sample)	*What's this? (House) After one word answer on sample cue child with "It's a house."				
	A. What's this?	(Book)	0 1 2 3	(x1)	____
	B. What's this?	(Telephone)	0 1 2 3	(x1)	____
	C. What's this?	(Sweater)	0 1 2 3	(x1)	____
	D. What are these?	(Pencils)	0 1 2 3	(x2)	____
	E. What are those?	(Girls)	0 1 2 3	(x2)	____
III	DIRECTIONS (Do not motion)				
	A. Stand up, please		0 ½	(x1)	____
	B. Go to the door		0 ½	(x1)	____
	C. Come back		0 ½	(x1)	____
	D. Sit down		0 ½	(x1)	____
	E. Touch my hand		0 1	(x1)	____
	F. Touch your nose		0 1	(x1)	____
IV	IDENTIFYING ACTIONS (Show Pictures) (Any appropriate answer)				
(Sample)	*What's he doing? (eating) After one word answer on sample cue child with "He's eating".				
	A. What's he doing?	(walking)	0 1 2 3	(x2)	____
	B. What's he doing?	(running)	0 1 2 3	(x2)	____
	C. What's he doing?	(reading)	0 1 2 3	(x2)	____
	D. What are they doing?	(sitting)	0 1 2 3	(x2)	____
V	CERTIFYING ALPHABET				
	D O P Z B T G		0 1 2 3 4 5 6 7	(x1)	____
VI	EXAMINER'S COMMENTS:		Total score of possible 100		____

Key: 0 No response
1-1 word response
2 Correct response - ungrammatical in Section II and IV
3 Correct response - grammatical Full sentence necessary in sections II and IV

BILINGUAL SURVEY

Name _____ Date _____

Sex _____ School _____ Age (months) _____

Birthplace _____ Months in U.S. _____

1. Does your father understand English? _____ Your mother? _____

2. Do the following speak to you in Chinese?

	(0)	(1)	(2)	(3)	(4)	
a.	father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
b.	mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
c.	grandmother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
d.	grandfather	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
e.	brothers	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
f.	sisters	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
g.	relatives	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
h.	friends	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

32 Pts. Max.

3. Do you speak to the following in Chinese?

	(0)	(1)	(2)	(3)	(4)	
a.	father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
b.	mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
c.	grandfather.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
d.	grandmother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
e.	brothers.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
f.	sisters	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
g.	relatives	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
h.	friends	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

32 Pts. Max.

4. Do you read any English comics, magazines or books not assigned by your teacher? _____ If yes, name them _____

5. Do you write any letters in English? _____

6. Do you receive any letters written in English? _____

7. Do you go to movies that are spoken in English? _____

8. Do you listen to radio programs that are in English? _____

9. Do you look at t.v. programs that are in English? _____

DIRECTIONS:

Underline NEVER if the person never does it.

Underline SOMETIMES if the person does it less than half the time.

Underline OFTEN if the person does it about half the time.

Underline MOSTLY if the person does it more than half the time.

Underline ALWAYS if the person does it always.

If the person had no father, mother, or whoever, write the word "none" on the dotted line just before the word "never."

Be sure to answer every question.

APPENDIX VI

ESTIMATED AMOUNT OF TIME TEACHERS USE CHINESE AS A MEDIUM OF INSTRUCTION

		Amt. of Time (in hours)	Amt. of Chinese (September)	Amt. of Chinese (June)
Chinese	Bil. 1	(1/2)	100%	100%
	Bil. 2	(1/2)	100%	100%
	Bil. 3	(1/2)	100%	100%
	ESL 1	(0)		
	ESL 1	(0)		
Sharing, Telling	Bil. 1	(1/2)	95%	60%
	Bil. 2	(1/3)	75%	35%
	Bil. 3	(1/3)	100%	50%
	ESL 1	(1/4)	70%	10%
	ESL 2	(1/3)	70%	10%
Other Lang. Arts	Bil. 1	(2/3)	90%	40%
	Bil. 2	(1/2)	60%	30%
	Bil. 3	(1/2)	100%	40%
	ESL 1	(1/4)	50%	5%
	ESL 2	(2/3)	50%	5%
Reading	Bil. 1	(1/3)	90%	50%
	Bil. 2	(1/3)	50%	5%
	Bil. 3	(3/4)	95%	30%
	ESL 1	(1/2)	20%	2%
	ESL 2	(3/4)	20%	2%
E.S.L.	Bil. 1	(1/2)	75%	10%
	Bil. 2	(2/3)	50%	5%
	Bil. 3	(1/2)	75%	5%
	ESL 1	(2/3)	35%	1%
	ESL 2	(1/2)	35%	1%

SAN FRANCISCO EASTER SEAL SOCIETY APPENDIX VII

SPEECH/LANGUAGE/HEARING PRE-SCHOOL SCREENING INVENTORY

CHILD'NAME _____ BIRTHDATE: _____ AGE: _____

NURSERY SCHOOL _____ KINDERGARTEN: _____

DATE: _____ EXAMINER: _____

PART I. LANGUAGE ASSESSMENT

A. Answering questions:

1. What is your name? Response: _____
2. What does a kitty say? Response: _____
3. What is this (ball)? Response: _____
4. What do you do with it? Response: _____
5. What is this (chair)? Response: _____

B. Sentence Repetition (age estimates from Berry, 1969)

1. Nice doggie (under 3 yrs)
   Response: _____
2. I am a boy/girl. (3.5 yrs.)
   Response: _____
3. The big boy runs fast. (4 yrs.)
   Response: _____
4. Where are you going?
   Response: _____
5. I am here and you are there. (4.6 yrs.)
   Response: _____
6. The dog that ran away was brown and white. (5 yrs.)
   Response: _____

C. Commands: (Following directions)

1. Find the car. Response: _____
2. Put the car in the box. Response: _____
3. Raise your hand. Response: _____
4. Point to your car. Response: _____